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ABSTRACT

This manual is designed for use by data collectors and others during training on the Teacher Performance Assessment Instruments (TPAI) developed by the Georgia Department of Education and the University of Georgia to evaluate minimum competency skills in candidates for teaching certificates and beginning teachers. Contained within are the five instruments which comprise the TPAI, a commentary on three of these instruments, and a summary of procedures for managing the data collected during an assessment. The handbook may also be used as a reference during an actual assessment of teacher performance. (Authors/LH)

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Atlanta, Georgia 30334

Teacher Performance Assessment Instruments:

A HANDBOOK FOR INTERPRETATION

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Preface

In the spring of 1976 the Georgia Department of Education contracted with the College of Education of the University of Georgia to produce minimum competency assessment instruments that could be used to provide performance criteria for certifying beginning teachers. The Teacher Assessment Project was organized and charged with the responsibility of designing and developing these instruments. The *Teacher Performance Assessment Instruments* (TPAI) are the product of four years of work.

This manual is designed for use by data collectors and others during training on the *Teacher Performance Assessment Instruments*. It may also be used as a reference during an actual assessment. Contained within are the five instruments which comprise the TPAI, a commentary on three of these instruments, and a summary of procedures for managing data collected during an assessment.

Many people and agencies have contributed to these materials. Over 4,000 teachers, administrators, and college professors participated in the selection of the competencies. Individuals in the Regional Demonstration Centers and elsewhere throughout the state have provided valuable insights and suggestions for improvement in the instruments. Because of the importance of his role, special mention is made of Lester M. Solomon, who has represented the concerns and interest of the Georgia Department of Education since the initiation of the project.

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An Overview of the *Teacher Performance Assessment Instruments*

The *Teacher Performance Assessment Instruments* (TPAI) are designed to determine how well teachers can demonstrate selected general competencies (teaching skills) which members of the teaching profession have declared as essential to effective professional performance. The instruments were developed for the Georgia Department of Education to assess beginning teachers for initial certification purposes. Thus, the instructions contained in this manual focus on teacher certification applications of the instruments. However, the instruments have been used in a variety of other ways. The most general use of the instruments to date has been for the inservice educational development of teachers. In addition, the TPAI have been used by preservice teacher education programs as guides for the assessment of teaching performance. The instruments are also considered to have value for conducting teacher effectiveness research and for use in teacher education programs.

Content of the TPAI

The development of the TPAI began in the spring of 1976. The initial effort involved collecting, sorting and editing hundreds of teaching competency statements from a variety of sources. These findings were used to create content for a survey instrument composed of 52 competency statements most frequently mentioned in research studies and related professional literature. The survey instrument was administered to a stratified sample of 4,668 subjects. Subgroups of teaching specialists were identified and their survey responses

compared. Results indicated that all subgroups agreed as to the most important competencies and awarded them approximately the same order of priority. Only competencies classified by this study as generic and essential to teaching were used in the construction of the TPAI.

The Instruments

There are five different instruments in the TPAI: *Teaching Plans and Materials, Classroom Procedures, Interpersonal Skills, Professional Standards,* and *Student Perceptions.* Only the first three are to be used for certification purposes. The *Professional Standards* and *Student Perceptions Instruments* are available for professional development and research purposes.

The *Teaching Plans and Materials Instrument* (TPM) focuses on competencies which relate to preparation for instruction. The teacher being assessed is asked to prepare a portfolio of plans for a unit. This portfolio is a source of information for assessment with this instrument. By studying the portfolio and asking questions of the teacher, data collectors are able to obtain responses to instrument items which relate to planning, selecting objectives, and choosing materials and equipment.

The *Classroom Procedures Instrument* (CP) focuses on actual classroom practices. Data collectors use this instrument to identify teaching practices in a classroom setting. Thus, classroom observation becomes the major source of assessment data. The competencies which form the basis for this instrument cluster around teaching methods and techniques.

The *Interpersonal Skills Instrument* (IS) investigates the teacher's proficiency in creating a comfortable social atmosphere, demonstrating warmth and friendliness, and communicating concern. Scores on this

instrument are also based on observations of the teacher's performance during instruction.

The *Professional Standards Instrument* (PS) requires neither a portfolio nor classroom observations. It investigates the teacher's professional conduct. For example, it seeks information about the extent to which the teacher complies with established policies and procedures and participates in professional growth activities. Interviews with the teacher and the teacher's colleagues and supervisors are the major sources of assessment data.

The *Student Perceptions Instrument* (SP) measures pupils' perceptions of the performance of their teacher in the classroom. It consists of items parallel to those found in other sections of the TPAI, phrased in a manner pupils can understand. For example, separate items ask pupils if they think the teacher is friendly, understands them, or makes them behave. Students respond with "never," "sometimes," or "often."

Assessable Units

A generic *teacher competency* is a conceptualization of a responsible and purposeful performance essential to the effective professional conduct of all teachers. This definition results in statements which are too broad for assessment purposes. Thus, competency *indicators* were created in order to define behaviors representative of the competency. The more indicators a person demonstrates proficiently, the more likely it is that that person is demonstrating the target competency.

In constructing the instruments, a third order of item classification and scoring was needed. Items at this level are called *descriptors*.

They are more specific than either competencies or indicators, and are used to describe the quality of a teacher's performance relevant to a competency indicator. Descriptors are usually expressed in sentence-length statements and are scored on a scale from 1 to 5.

The following outline provides an idea of how each instrument functions separately, as well as part of a larger whole. Competency statements are grouped by instrument, with the indicators describing each competency designated.

Instrument	Competency Statements	Indicators Applicable to Competencies
TPM	Plans instruction to achieve selected objectives.	1, 2, 3, 4, 5
	Organizes instruction to take into account individual differences among learners.	6, 7, 8
	Obtains and uses information about the needs and progress of individual learners.	9, 10
	Refers learners with special problems to specialists.	11, 12, 13
	Obtains and uses information about the effectiveness of instruction to revise it when necessary.	14, 15
CP	Uses instructional techniques, methods, and media related to the objectives.	1, 2, 3 (SP 11, 12, 13)
	Communicates with learners.	4, 5, 6, 7, 8 (SP 14, 15, 16, 17, 18)
	Demonstrates a repertoire of teaching methods	9, 10, 11 (SP 19, 20, 21)
	Reinforces and encourages learner involvement in instruction.	12, 13, 14, 15 (SP 22, 23, 24, 25)
	Demonstrates an understanding of the school subject being taught.	16, 17 (SP 26, 27)

	Organizes time, space, materials and equipment for instruction.	18, 19, 20 (SP 28, 29, 30)
IS	Demonstrates enthusiasm for teaching and learning and the subject being taught.	1, 2, 3 (SP 1, 2, 3)
	Helps learners develop positive self-concepts.	4, 5, 6 (SP 4, 5, 6)
	Manages classroom interactions.	7, 8, 9, 10 (SP 7, 8, 9, 10)
PS	Meets professional responsibilities.	1, 2, 3, 4
	Engages in professional self-development.	5, 6

The Assessment Process

The instructions for administering the instruments for certification purposes are described in detail on the pages which follow. In general, each beginning teacher is assessed by three persons on each of three instruments: *Teaching Plans and Materials, Classroom Procedures* and *Interpersonal Skills*. The three assessors are a data collector, a master teacher, and a department head, supervisor or principal. All should be trained in procedures for administration of these three instruments.

The teacher being assessed should expect to devote approximately an hour to being interviewed by the data collector and other data sources prior to demonstrating teaching skills in the classroom. The actual period of teaching which is observed by the data collector and other data sources is approximately one hour.

Each person rates the teacher independently of the others. Ratings are recorded on response forms which are then forwarded to a central office for consideration.

Scoring Procedures

The general TPAI scoring procedures require each data source to rate the teacher being assessed on each indicator by assigning to it a number (on a 1-5 scale) to represent the descriptor which best defines the teacher's behavior. The scores awarded by the three data sources to each indicator associated with a competency are summed and divided by the number of ratings made. The final score for any competency is a mean which ranges from 1.00 to 5.00. In some instances indicators are not rated and a competency score may not be computed.

These general scoring procedures apply to the three TPAI used for Georgia certification: *Teaching Plans and Materials*, *Classroom Procedures*, and *Interpersonal Skills*. They also apply to *Professional Standards*. However, as regards *Student Perceptions*, the average of all ratings awarded by students in a class to indicators forms the basis for a competency score.

More detailed instructions for scoring the TPAI are presented in a later section of this manual. The TPAI are electronically scored for certification purposes in Georgia. They may also be scored by hand for other uses at the local school system level.

Profiles

After a teacher has been assessed with the TPAI, the resulting data are consolidated and displayed in graphic form as a performance profile. Performance profiles may either be generated by hand, or they can be prepared electronically by computer. The Teacher Assessment Project prefers to use electronic processing and scoring for large quantities of data, so that the time between actual assessment and the return of performance profiles to teachers in the field can be reduced.

Validity of the TPAI

The validity of preliminary editions of the TPAI was investigated in a variety of studies. Content validity was examined through a statewide experts' opinion study which sought to verify the competencies, their indicators and descriptors as essential for teaching (Johnson et al., 1978). Discriminant validity has been investigated by comparing the TPAI scores of beginning teachers with those of more experienced teachers (Ellett et al., 1978). Construct validity has been examined through a factor analysis of competencies and indicators and by correlating TPAI assessments with other teacher observation instruments (Capie et al., 1978 and Ellett et al., 1978). Criterion-related validity has been investigated by correlating elementary and secondary teachers' TPAI scores to a variety of criterion variables such as student achievement on standardized tests, student achievement on teacher-made tests, and observations of student "on-task" behavior (Okey et al., 1978). Criterion-related validity was also investigated by correlating TPAI scores with measures of students' perceptions of characteristics of the school climate and learning environment (Ellett et al., 1978).

Other studies of competency and instrument validity include literature searches (Johnson et al., 1978), a study of the legal implications of performance assessment of teachers (Johnson et al., 1978) and a study of the degree to which the TPAI competencies are supported by sociological and psychological principles established by prominent experts in education (Johnson et al., 1978). In most instances, evidence obtained from these investigations is supportive of the validity of the TPAI.

Investigations of the TPAI Reliability

Investigations of the reliability of preliminary editions of the TPAI have been conducted using videotaped and actual teaching performances in the classroom. Studies of interrater agreement in both settings and internal consistency analyses provide evidence for the reliability of the TPAI and the assessment process.

Preparation of Data Collectors

In using the TPAI for certification in Georgia, data collectors must receive special training. A training program, complete with manuals, videotapes, and practice exercises, is available for training data collectors to conduct reliable TPAI assessments.

The rationale for training relates to the reliability of the scoring process, a point which is especially important since the TPAI utilizes relatively high-inference scoring procedures. Trained data collectors' scores have proven to be more reliable than those of untrained data collectors. This factor becomes especially important when the instrument is being used for certification or to obtain data relative to teacher effectiveness.

Limitations

There are numerous general limitations that apply to performance assessment instruments. As regards the TPAI, two in particular should be noted. First, these instruments provide evidence only as to whether or not the teacher being assessed can perform a given competency at a particular level of performance (descriptor) when given an opportunity to do so. A high score on any competency is no guarantee that the teacher

would have performed in this manner had there not been an assessment; or that the teacher will consistently perform in this manner in the future. Secondly, competencies contained in the TPAI were selected from among those declared by experienced teachers to be essential for effective performance. They are not to be considered a complete list of all essential competencies. Also, there are many important competencies not included here that are particularly important to the teaching of special subjects. Thus, one cannot conclude that a teacher possessing these competencies at a high level of proficiency is necessarily an effective teacher.

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Teacher Performance Assessment Instruments

TEACHING PLANS AND MATERIALS

Purpose

The purpose of this instrument is to guide assessment of the beginning teacher's competence in planning instruction, selecting procedures, and choosing materials to achieve and evaluate the instructional objectives. Additionally, it provides information about the manner in which a teacher handles learning problems, monitors the needs and progress of learners, and determines the effectiveness of instruction.

Conditions for Use

This instrument, along with the *Classroom Procedures* and the *Interpersonal Skills Instruments*, is to be administered twice during the beginning teacher's first year of professional practice. The first assessment is to be conducted in the fall, and the second in the spring. The fall assessment should begin after the 20th school day (actual day of instruction), and be completed on or before the 70th school day. The spring assessment should not begin until after the 110th school day, with completion on or before the 160th school day. These time limits are designed to insure that assessments not be conducted during the first or last 20 working days of the school year. Additionally, a minimum of 60 days must be allowed between a beginning teacher's fall and spring assessments.

Three different data sources complete this instrument: a data collector, an administrator (a principal, assistant principal, or department head), and a master teacher. Either the data collector or the

master teacher must be certified to teach in the same field as the beginning teacher who is being assessed.

Information for rating items on this instrument is obtained from a portfolio of teaching plans and interviews with the beginning teacher. Each data source will need to have an opportunity to examine the teacher's portfolio, interview the teacher, and have access to the beginning teacher's classroom during a designated instructional unit of 5-10 days.

Prior to assessment, beginning teachers must be oriented to the sequence of events which constitutes the assessment process. At least a week in advance of assessment, expectations for a portfolio of plans covering a 5-10 day instructional unit must be clarified. A list of items to be included in the portfolio is provided in "Supplementary Instructions for Teachers" which follows. This list should be given to the teacher who is to be assessed.

To complete the instrument, information concerning Indicators 1-5 comes primarily from observations made of the portfolio content. Information on Indicators 6-15 comes primarily from interviewing the teacher. In many instances, responses to the interview questions must be substantiated by materials in the portfolio. Each data source *must* conduct an interview with the teacher. The format of the interview may vary. Whether the meeting consists of the teacher and one data source or the teacher and two or more data sources is up to the discretion of each data source.

To insure fairness, assessment instruments should be completed by keeping in mind such factors as the resources available to teachers, the students that they teach, and the facilities of the school. Teachers are rated on what they do, but should not be rated low for reasons beyond their control.

Supplementary Instructions for Teachers

Examination of plans and materials prepared for a short instructional unit of about 5-10 days is an essential part of the assessment process. Each data source must examine these plans and materials and ask questions of the teacher in order to complete the *Teaching Plans and Materials Instrument*.

To facilitate this process, you will need to assemble a portfolio of materials for the unit to be assessed. THE FOLLOWING ITEMS MUST BE INCLUDED IN THE PORTFOLIO:

1. Written objectives for students,
2. Descriptions of instructional procedures to be followed,
3. Copies or descriptions of materials to be used (e.g., handouts, study guides, information handouts, transparencies, etc.),*
4. Assignments for learners,
5. Copies of all tests, quizzes, progress checks, checklists, questionnaires or other instruments.

The purpose of preparing the portfolio is to aid the data sources in understanding what you have planned for the unit. You need to convey through the materials in the portfolio what you intend to teach, how you intend to teach it, and how you will know if your objectives have been accomplished.

Indicators 6-15 on the *Teaching Plans and Materials Instrument* are completed by questioning the teacher about practices followed. Anticipate questions related to these items and be prepared to show examples such as scores, record sheets, and previously used plans to explain your responses. You may also be asked to clarify information contained in the portfolio for your unit.

*Materials such as films, library books, and laboratory equipment can be cited without placing them in the portfolio.

Teaching Plans and Materials

Each of the items below is to be rated on a 5-point scale. Descriptors for the scale points on each item are provided on the following pages.

PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES.

1. Specifies or selects learner objectives for lessons. 1. ☐
2. Specifies or selects teaching procedures for lessons. 2. ☐
3. Specifies or selects content, materials, and media for lessons. 3. ☐
4. Specifies or selects materials and procedures for assessing learner progress on the objectives. 4. ☐
5. Plans instruction at a variety of levels. 5. ☐

ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS.

6. Organizes instruction to take into account differences among learners in their capabilities. 6. ☐
7. Organizes instruction to take into account differences among learners in their learning styles. 7. ☐
8. Organizes instruction to take into account differences among learners in their rates of learning. 8. ☐

OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS.

9. Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress. 9. ☐
10. Communicates with individual learners about their needs and progress. 10. ☐

REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS.

11. Obtains and uses information about learners from cumulative records. 11. ☐
12. Identifies learners who require the assistance of specialists. 12. ☐
13. Obtains and uses information from co-workers and parents to assist with specific learner problems. 13. ☐

OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY.

14. Obtains information on the effectiveness of instruction. 14. ☐
15. Revises instruction as needed using evaluation results and observation data. 15. ☐

Commentary

The *Teaching Plans and Materials Instrument* (TPM) was developed to guide the assessment of lesson plans, teaching methods, and instructional materials used by teachers. It enables the rater to examine the appropriateness of these procedures in regard to the students' ability levels, learning rates and styles, and learning problems. The final section of the instrument pertains to the procedures used by teachers to determine the effectiveness of instruction and to make revisions in instruction as needed.

Of the 16 generic competencies, five are assessed with the TPM. These five competencies are defined by 15 indicators. The indicators are objectified by descriptors which further specify the intent. For five of the indicators, each set of descriptors defines a range of teaching behaviors which characterize the corresponding indicator. The five levels of performance range from failure to demonstrate the behavior to ideal performance of the behavior. For the other 10 indicators, four practices which may or may not be used by the teacher in the classroom are listed; the rating is dependent upon how many of the practices are used appropriately.

The first five indicators in this instrument can be related almost solely on the basis of information found in the portfolio. Questions need to be asked on Indicators 6-8 to ascertain the reason why certain of the learning activities were developed. For the remainder of the indicators, questions need to be asked to elicit the needed information; however, in many instances, evidence from the portfolio must be used to

substantiate the teacher's responses. Standard interview questions have been prepared for this purpose.

The Commentary which follows has been prepared to clarify the intent of the indicators and descriptors contained in the TPM. The material is arranged so that the indicators are grouped according to the competency which they define. Each indicator and its descriptors are followed by a general comment which clarifies the intent of the indicator. Key points in the descriptors and corresponding examples are also provided in an effort to make learning to use the TPM an easier task.

Competency I: PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES.

The first competency is composed of five indicators and designed to assess a teacher's ability to plan instruction to achieve selected objectives. Most, if not all, of the information needed to rate these five indicators can be determined by studying the portfolio. If necessary, however, questions may be asked during the interview to clarify confusing points.

* Indicator 1. *Specifies or selects learner objectives for lessons.*

Scale of Descriptors:

1. The instructional plans include no objectives for learners (either expressive encounters or performance outcomes). Goals or teacher behaviors may be specified.

2. The plans include a statement of learner objectives which are written in broad terms. Many of the objectives seem questionable for the topic or the learners. Objectives that should have been used with the unit are missing.

3. The plans include stated learner objectives (either expressive encounters or performance outcomes) that, with only a few exceptions, are appropriate for the topic and the learners.

4. All objectives are appropriate to the unit and the learners.

5. In addition to the items included in 4, the objectives in the unit have been sequenced.

Comment: This indicator was designed to assess the appropriateness of the objectives which are found in the lesson plans. Objectives are to be rated if they are prepared by the teacher or are selected for use from the textbook, a "canned" instructional program, an objectives exchange, or the school's curriculum guide. To be rated, the objectives must be included in the portfolio.

* Information used in rating this indicator must be found in the portfolio.

Key points in descriptors:

1. No specific learner objectives can be identified. If there are objectives they are stated in terms of teacher behaviors or long range goals.

   Example:
   Teacher behavior: The teacher will introduce the topic of the migrant farm worker.

   Long-range goal: The student will become a good citizen by his study of American government.

2. An attempt has been made to express the objectives; however, they are in broad terms.

   Example:
   Broad terms: The student will understand the process of photosynthesis.

3. Objectives are stated as expressive encounters or performance outcomes.

   Expressive encounter: An activity in which no outcome is specified, but the activity is deemed desirable in and of itself, e.g., the students will go to the zoo.

   Performance outcome: Those objectives in which the desired outcome is stated in behavioral terms, e.g., the student will underline the words which end in silent *e*.

3-4. The difference in 3 and 4 is that in 3 some of the objectives are questionable for the topic and the learners, whereas in 4 all objectives are appropriate to the topic and the learners.

5. Objectives are sequenced in hierarchical fashion by either the teacher or the textbook or arranged in a Gagné-type hierarchy chart.

* Indicator 2. *Specifies or selects teaching procedures for lessons.*

Scale of Descriptors:

1. Plans do not specify teaching procedures.

2. Teaching procedures are limited or seem inappropriate for objectives or learners.

3. Teaching procedures are referenced to the objectives to be covered. (See Note). With only a few exceptions, the procedures are appropriate for the objectives and the learners.

4. Teaching procedures have been specified and are referenced to the objectives. All procedures are appropriate for the objectives and the learners.

5. In addition to the information in 4, a variety of appropriate procedures including both teacher-centered and learner-centered approaches are described.

Comment: This indicator deals with the teacher's ability to develop teaching procedures which will achieve the objectives of the lesson. To achieve a rating of 3 or higher the activities must be referenced to the objectives.

Key points in descriptors:

1. No teaching procedures are specified.

2. Teaching procedures are limited or inappropriate. (They may or may not be referenced to the objectives.)

3-4. A teaching procedure must be referenced to the objective that it was designed to achieve. Descriptor 3 allows for some inappropriate procedures, whereas in Descriptor 4, all procedures must be appropriate for the objectives and the learners.

5. All procedures must be appropriate and must include both teacher-centered and learner-centered approaches. In a "learner-centered approach" the student, with minimal assistance from the teacher, is in charge of the particular learning experience.

NOTE: Credit on Descriptors 3-5 may still be given if teaching procedures are referenced to goals, teacher behaviors or broad objectives stated in the plans. Lessons would not necessarily have to include performance objectives or expressive encounters to rate 3 or higher in this indicator.

* Information used in rating this indicator must be found in the portfolio.

* Indicator 3. *Specifies or selects content, materials, and media for lessons.*

Scale of Descriptors:

1. No plans for using content, materials, or media have been made.

2. The plans indicate that basic text or curriculum guide materials are to be used.

3. The plans indicate that content, materials, or media are used to supplement or replace the basic text or curriculum guide. The content, materials, and media are referenced to each learning activity.

4. The content, materials, or media for each lesson are referenced to each learning activity. Extensive use is made of pertinent resources.

5. In addition to the information in 4, the plans include an imaginative use of available resources or teacher-made materials of high quality.

Comment: This indicator deals with the teacher's ability to select appropriate content, materials, and media for achieving the objectives. In all cases, the availability of resources is to be kept in mind in rating this indicator.

Key points in descriptors:

1. No content, materials, or media are listed in the portfolio.

2. Teacher uses basic text workbook or curriculum guide. Associated or supplementary materials are not used.

3. Content, materials, or media are used in addition to or in lieu of basic text or curriculum guide. These must be referenced to the learning activity with which they are to be used.

4. Extensive use is made of content, materials, and media which are pertinent to the lesson. This does not imply "over-doing" or using more resources than would be considered appropriate.

5. Teacher has prepared original materials to be used in the unit of study or has used materials or resources imaginatively. The original materials must be of high quality.

* Information used in rating this indicator must be found in the portfolio.

* Indicator 4. *Specifies or selects materials and procedures for assessing learner progress on the objectives.*

Scale of Descriptors:

1. No procedures or materials for assessing learners are included in the instructional unit.

2. Evaluation procedures or materials to assess learners are described in the instructional unit. Many of these, however, do not match the objectives of the unit or are not appropriate for the learners.

3. Evaluation procedures or materials for assessing learners are appropriate to the objectives and the learners and are described in the unit.

4. Multiple evaluation procedures such as progress checks, self-tests, skill tests, or interviews appropriate to the objectives are prepared and ready to use with learners.

5. In addition to the information in 4, procedures or materials are described for assessing attitudes of learners toward the topic and the instruction.

Comment: The intent of this indicator is to determine the appropriateness of evaluation procedures and materials to the stated objectives and the learners. Tests developed by the teacher or tests selected for use from the textbook, i.e., book-publisher tests, can also be rated, if they are included in the portfolio. Formal oral evaluation procedures may also be taken into account in this indicator. Evaluation procedures or materials must be included in the portfolio.

Key points in descriptors:

1. No evaluation is planned or evaluation procedures or materials are not included in the portfolio.

2. Evaluation is planned and procedures or materials are included in the portfolio; however, the evaluation procedures or materials are deemed inappropriate for the objectives or the learners.

3. Evaluation procedures or materials are described and are appropriate for evaluating both the objectives and the learners. Evaluation may be oral or written, but data must be gathered for each student.

4. Additional materials or procedures are described for evaluation of learners.

5. Materials or procedures for assessing the attitudes of learners are described in the portfolio.

* Information used in rating this indicator must be found in the portfolio.

NOTE: Memory-level items are sometimes used to assess a student's feelings. These are not to be rated as attitudinal questions.

Examples:

Memory-level item: Of the fairy tales we studied in this unit, which was your favorite?

Attitudinal item: Of the fairy tales we studied in this unit, which was your favorite? Explain why you liked it so much.

Attitudinal item: The way my teacher taught this unit made it

very interesting	interesting	boring	very boring

The decision as to the number of items needed and the appropriateness of each item is left to the professional judgment of the data collector.

* Indicator 5. *Plans instruction at a variety of levels.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Learners have an opportunity to acquire factual information or to explain or summarize it.
2. One of the descriptors is evident.	b. Learners have an opportunity to apply information to particular situations.
3. Two of the descriptors are evident.	c. Learners have an opportunity to identify and clarify parts of complex ideas or synthesize knowledge by integrating information.
4. Three of the descriptors are evident.	d. Learners have an opportunity to judge the value and importance of ideas or information.
5. Four of the descriptors are evident.	

Comment: This indicator was designed to assess a teacher's ability to plan instruction so that the unit encompasses different levels, i.e., comprehension, application, analysis, synthesis, and evaluation. Although this indicator is usually thought of in the context of basic subjects, it can also apply to areas such as art, music, and physical education as is evidenced by the examples given below.

Examples:

a. The student will list three parts of an atom and describe the electrical charge of each.

   The student will identify the primary colors and secondary colors when given a color wheel.

b. The student will explain which enzymes and organs were involved in the digestion of the food he ate for lunch.

   After having learned the rules of basketball, the student will use them properly while playing in a basketball game.

c. The student will write a summary of the article.

   After listening to a musical score, the student will name the instruments that were played.

* Information used in rating this indicator must be found in the portfolio.

d. The student will compare the topic sentences and determine which is the most effective.

Given an offensive set and three defensive alignments, the student will judge which of the alignments is the most effective.

Value clarification activities are also rated with this descriptor.

NOTE: This indicator is rated differently from the other indicators which have been studied so far; therefore, one should pay particular attention to the column labeled "Ratings" for specific directions.

The information for rating Indicators 1-5 could be obtained by examining the portfolio of lesson plans submitted by the teacher. For Indicators 6-15, however, it becomes necessary to interview the teacher to ascertain much of the information which is requisite for rating, although in many cases responses must be substantiated by materials in the portfolio. When this is the case, the descriptor is marked with an asterisk. The information for rating the descriptors which are not marked with an asterisk must be ascertained solely from the interview. For this purpose a standard set of interview questions has been prepared to help ensure that the necessary information is secured. This list of questions is not exhaustive, nor must the questions be asked vertabim. The standard questions are to serve as a guide, and questions may be added to or deleted from the list, reworded, or changed in any way which may seem pertinent to the circumstances.

Competency II: ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS.

The second competency is defined by three indicators which attempt to assess a teacher's ability to plan instruction to meet the needs of a student's learning ability, learning style, and learning rate. Before rating a teacher on these indicators, it may be necessary to question the teacher to clarify the intent and purpose of various activities which are planned for in the portfolio. For instance, an activity in which a child is listening to an audiotape could be planned to meet his learning ability (he does not read well), his learning style (he is an aural learner, not a visual learner), or his learning rate (he finished his classwork early; this is an enrichment activity). The data collector should determine the teacher's purpose for all such activities before making a rating.

These indicators are rated differently from some of the other indicators in the TPM; therefore, one should pay particular attention to the column labeled "Ratings" for specific directions. Before credit is given for a descriptor which is marked with an asterisk, substantiating evidence must be found in the portfolio. The information for rating the descriptors which are not marked with an asterisk must be ascertained from the interview.

Indicator 6. *Organizes instruction to take into account differences among learners in their capabilities.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Present instruction is based on an assessment of learners' past performances.
2. One of the descriptors is evident.	*b. Assignments are differentiated according to the range of learner abilities.
3. Two of the descriptors are evident.	*c. Materials to achieve a given objective are compatible with the range of learner abilities.
4. Three of the descriptors are evident.	*d. Remedial or enrichment activities are described for the unit.
5. Four of the descriptors are evident.	

* Evidence of this descriptor must be found in the portfolio.

Comment: The intent of this indicator is to determine if the teacher has prepared instructional procedures and materials which are compatible with the range of learning abilities within the class. Only those materials and procedures which have been determined to be prepared for that particular purpose are to be taken into consideration in rating this indicator. This indicator does not imply that every student must be working alone or individually with the teacher.

Key points in descriptors:

a. Assessment of past performance may be accomplished by such means as testing for prerequisite skills or using standardized test scores. Instruction must be based on information gathered from this assessment.

*b. Example: Jack reads on a 9th grade level and Mary reads on an 11th grade level; therefore, Jack's literature assignment is on a 9th grade level, Mary's is on an 11th grade level.

*c. A range of materials must be described to achieve *an* objective. You must see evidence of these materials for different ability levels and these materials must have been prepared to achieve the same objective.

*d. Materials designed specifically for remediation or enrichment are included in the portfolio. These materials must be in addition to the regular instruction.

* Evidence of this descriptor must be found in the portfolio.

Indicator 7. *Organizes instruction to take into account differences among learners in their learning styles.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	*a. Alternative resources are planned for pupils with different learning styles to achieve a given objective.
2. One of the descriptors is evident.	*b. Alternative presentation methods are planned to accommodate different learning styles to achieve a given objective.
3. Two of the descriptors are evident.	*c. Learners are given options in pursuing a given assignment (e.g., writing, drawing, or verbalizing).
4. Three of the descriptors are evident.	d. Learners are matched with resources and procedures based on assessment of their learning style by such means as tests, previous performance, or consultation with the teacher.
5. Four of the descriptors are evident.	

* Evidence of this descriptor must be found in the portfolio.

Comment: Learning style refers to a learner's most efficient method of learning; i.e., aural, visual, psychomotor. Only those procedures and materials which are evident in the plans and determined to be prepared for the purpose of meeting the needs of a child's learning style may be taken into consideration in rating this indicator. Keep in mind that it is not necessary to have alternatives for every objective.

Key points in descriptors:

*a. Different materials to meet the needs of individual learning styles are prepared for *an* objective, e.g., a written story for visual learners, an audiotape of the story for aural learners.

*b. Different group arrangements are used to achieve *an* objective, e.g., large group discussion followed by small group or individual work, when both activities are designed to achieve the same objective.

*c. Students can sometimes choose how to respond to *an* assignment, e.g., write a story, illustrate a story, tape record a story, dramatize a story, etc.

d. A student's learning style is matched with appropriate resources or procedures. The teacher has determined the student's learning style by administering a learning style inventory or by personal observation. Evidence of this descriptor will probably not be found in the plans, but will need to be ascertained in the interview.

* Evidence of this descriptor must be found in the portfolio.

Indicator 8. *Organizes instruction to take into account differences among learners in their rates of learning.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Learners are permitted to work at their own rate toward some of the objectives some of the time.
2. One of the descriptors is evident.	b. Special provisions are available for learners who work slowly.
3. Two of the descriptors are evident.	*c. Students who finish early are provided with work on content-related enrichment activities some of the time.
4. Three of the descriptors are evident.	*d. Objectives are divided between those that all learners should achieve and enrichment objectives that are desirable but not essential.
5. Four of the descriptors are evident.	

* Evidence of this descriptor must be found in the portfolio.

Comment: Only those activities which are evident in the plans and determined to be developed to meet the needs of a student's learning rate are to be taken into account when rating this indicator.

Key points in descriptors:

a. Students work on an activity at their own rate, e.g., working math problems on their own or participating in programmed instruction activities.

b. Teacher gives special assistance to slower workers or allows them extra time to complete assignments.

*c. Busy-work or "more of the same" should not be considered enrichment activities.

*d. There are some objectives which are not to be mastered by all learners.

* Evidence of this descriptor must be found in the portfolio.

For Indicators 9-15, the teacher must be interviewed to ascertain much of the information which is necessary to make a rating. In many cases, however, material in the portfolio must substantiate a teacher's responses. When this is the case, the descriptor is marked with an asterisk.

Competency III: OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS.

The third competency, composed of a set of two indicators, is designed to assess a teacher's ability to obtain information about the needs and progress of individual learners. The first indicator in the set deals with collecting information on student progress, and the second indicator deals with communicating this information back to the students.

Indicator 9. *Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	*a. Pre-assessments are planned to determine learner performance on prerequisites, or learner performance on the objectives of the unit.
2. One of the descriptors is evident.	*b. Progress checks are planned throughout the unit to determine learner progress.
3. Two of the descriptors are evident.	*c. End-of-unit or summative evaluations are planned to determine learner progress.
4. Three of the descriptors are evident.	*d. The teacher keeps a record of individual learner progress on specific objectives.
5. Four of the descriptors are evident.	

* Evidence of this descriptor must be found in the portfolio.

Comment: Whereas Indicator 4 deals with the congruence of the objectives and the evaluation materials, this indicator deals with how the evaluation materials are used to determine learner progress. Evaluation materials developed by the teacher or those selected for use from the textbook, i.e., book-publisher tests, can also be rated, if they are included in the portfolio. This indicator takes into account pre-assessments, progress checks, and summative evaluations. Standardized tests, learning style inventories, etc., are not taken into consideration in this indicator. Evaluations must be scheduled in the plans and included or described in the portfolio to be rated.

Key points in descriptors:

A rating of 1 is given if no plans for evaluating student progress are specified in the plans or if no evaluation materials are included in the portfolio.

*a. To determine if prerequisites have been met or content to be covered in the unit has already been acquired by the students, the teacher conducts a pre-assessment.

*b. Evaluations of student progress are made during the course of the unit. These checks may be oral or written, but must be formal efforts.

*c. Summative or end-of-unit evaluations are included in the portfolio and time for these is scheduled in the plans.

*d. Teacher keeps a record of student progress on each objective.

Example:

	John	Ann	Mary	Matt
Obj #1	✓	✓	✓	X✓
Obj #2	✓	X✓	✓	XX✓
Obj #3	✓	✓	✓	X✓
Obj #4	X✓	✓	✓	X✓
Obj #5		✓	✓	XX

OR

*d. If it is evident in the lesson plan that a teacher evaluates each objective, and during the interview the teacher confirms that a record of progress is kept on each child for each objective, and this can be documented by examining the record (such as a grade book), then credit may be given for this descriptor.

*Evidence of this descriptor must be found in the portfolio.

Indicator 10. *Communicates with individual learners about their needs and progress.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Classroom questioning is used to help learners identify learning problems.
2. One of the descriptors is evident.	*b. Progress check results are used to help learners determine their own achievement on objectives before end-of-unit tests are administered.
3. Two of the descriptors are evident.	*c. Learners are given feedback on summative test scores.
4. Three of the descriptors are evident.	d. Conferences are conducted with individual students to discuss learning or motivational problems.
5. Four of the descriptors are evident.	

* Evidence of this descriptor must be found in the portfolio.

Comment: Whereas Indicator 9 dealt with the acquisition of information about student progress, Indicator 10 deals with communicating this information back to the student. This communication may be in the form of oral or written feedback.

Key points in descriptors:

a. Learning problems are difficulties encountered during the unit of study. This method of questioning is often referred to as the Socratic approach.

Example: After adding 14 and 17 and getting a sum of 21, the child is asked how he proceeded with the problem.

Student: "First I added 7 and 4."

Teacher: "What is their sum?"

Student: "11"

Teacher: "How many 10's is that and how many 1's?"

Student: "It's one 10 and one 1."

Teacher: "What do you do with that one 10?"

Student: "Oh, I see. I need to add it to the other 10's."

*b. Progress checks are used to provide feedback to students during the unit. If no progress checks are included in the portfolio, this descriptor cannot be rated.

*c. Learners get back graded tests. If no summative test is included in the portfolio, this descriptor cannot be rated.

d. Teacher discusses individual problems in private conferences with the student.

* Evidence of this descriptor must be found in the portfolio.

**Competency IV: REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS.

The fourth competency assessed with the TPM is described by three indicators. Together, they determine the teacher's ability to identify students who need the assistance of specialists and to utilize the assistance of these specialists as well as that from parents and other teachers.

Indicator 11. *Obtains and uses information about learners from cumulative records.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Obtains information from cumulative records on the entire class.
2. One of the descriptors is evident.	b. Uses information obtained from the cumulative records to plan instruction to meet the needs of the class.
3. Two of the descriptors are evident.	c. Obtains information from cumulative records to seek causes for problems of individual learners.
4. Three of the descriptors are evident.	d. Uses information from cumulative records to deal with the problems of individual learners.
5. Four of the descriptors are evident.	

Comment: This indicator assesses the teacher's efforts to obtain information from cumulative records about students in the class and to use this information to plan instruction and assist individual learners. The type of information obtained may encompass such areas as results of standardized tests, information on physical disabilities, emotional problems, courses previously taken and success in these, etc.

Key points in descriptors:

a. Teacher obtains information from cumulative records on the entire class.

b. Teacher uses the information obtained from cumulative records to plan instruction so that the needs of the class are met.

**Student teachers need not be assessed on this competency (Indicators 11, 12, and 13).

c. Teacher obtains information on problems of individual students.

d. Teacher uses the information from cumulative records to deal with problems of individual students.

NOTE: If the particular nature of the teacher's assignment is one in which performance on this indicator cannot feasibly be demonstrated, do not rate this indicator.

Indicator 12: *Identifies learners who require the assistance of specialists.*

Scale of Descriptors:

1. The teacher does not seem to be aware of learner problems which might require the assistance of specialists (e.g., a physician, psychologist, audiologist, counselor, or reading specialist).

2. The teacher has identified learners who require the assistance of specialists. No effort has been made to contact the proper authority.

3. The teacher has identified learners who require the assistance of specialists and has made the proper referrals.

4. In addition to the items in 3, the teacher has sought or discussed the results of the referral with specialists in an attempt to establish the teacher's role in assisting the learner.

5. In addition to the items in 4, there is evidence that the teacher has attempted to fulfill this role.

Comment: This indicator deals with the teacher's ability to recognize learners with special problems, either physical, mental or behavioral, and make the proper referrals. If the teacher says that no students need to be referred, and further questioning reveals that the teacher has looked for the right kinds of problems, but there are indeed none, then the proper rating would be to leave this indicator blank.

Key points in descriptors:

1. Teacher is oblivious to problems.

2. Teacher is aware of problems, but has not made the referrals. The proper authority may be the parent, the principal, the counselor, or other specialist.

3. Teacher has identified problems and has made the proper referrals. If a teacher has made a referral but the child has not yet been screened, a rating of 3 is appropriate.

4. Teacher discusses student with specialist to determine how to assist student.

5. Teacher fulfills role by assisting student.

Indicator 13. *Obtains and uses information from co-workers and parents to assist with specific learner problems.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Participates in meetings with co-workers to discuss specific learner problems.
2. One of the descriptors is evident.	b. Uses information about specific learner problems obtained during meetings with co-workers to assist the learner in the classroom.
3. Two of the descriptors are evident.	c. Communicates with parents (through meetings or phone calls) about their child's progress or problems.
4. Three of the descriptors are evident.	d. Informs parents of how the home can assist the school with specific learner problems.
5. Four of the descriptors are evident.	

Comment: This indicator determines the teacher's use of parents and other teachers as sources of information in dealing and assisting with student problems. Only communications on specific problems, not exchanges of a general sort, are to be rated.

Key points in descriptors:

a. Teacher discusses specific learner problems with other teachers.

b. Information obtained from discussions with other teachers is used to assist the learner with his particular problem.

c. Teacher discusses child's progress or problems with parents. This communication may involve either the giving or receiving of information.

d. Teacher gives specific suggestions for parents to use to help the child with his particular problem at home.

Competency V. OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY.

The fifth competency deals with collecting and using information to revise instruction. This competency is defined by two indicators, one which treats the subject of collecting data for the purpose of assessing instructional effectiveness, while the other indicator looks at how this information is used to make the necessary revisions.

Indicator 14. *Obtains information on the effectiveness of instruction.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Reviews written records (such as grade book or individual files) on the general success of learners on each instructional unit to determine the effectiveness of instruction.
2. One of the descriptors is evident.	*b. Collects information on instruction with learner questionnaires or pre-planned interviews.
3. Two of the descriptors are evident.	c. Obtains feedback from peers or administrators on the methods or results of instruction.
4. Three of the descriptors are evident.	d. Uses such means as checklists, audio recorders or videotapes to obtain information on the effectiveness of instruction.
5. Four of the descriptors are evident.	

* Evidence of this descriptor must be found in the portfolio.

Comment: This indicator deals broadly with collecting information to evaluate the content, methods and effectiveness of instruction.

Key points in descriptors:

a. Teacher uses grade book or individual files for the purpose of assessing his own effectiveness. This may also include systematic examination of a group's test scores.

*b. Learners are given formal opportunities to inform teacher of their perceptions of teacher's effectiveness.

c. Other teachers or administrators give feedback on teacher's effectiveness. Most often this feedback will result from classroom observation; however, feedback based on other sources may also be taken into account when rating this descriptor.

d. Teacher uses videotapes, audiotapes, or checklists to assess own effectiveness.

Indicator 15. *Revises instruction as needed using evaluation results and observation data.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Changes in instruction are made during the course of a lesson based on an analysis of classroom performance or feedback from students.
2. One of the descriptors is evident.	
3. Two of the descriptors are evident.	b. Changes in instruction are made from day to day based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results.
4. Three of the descriptors are evident.	
5. Four of the descriptors are evident.	c. Changes in instruction have been made from one unit to the next based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results.
	d. Changes in a unit from one year to the next are planned based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results.

Comment: This indicator encompasses many facets of the process of instructional revision. Taken into account are revisions made within a lesson, day-to-day changes, changes from one unit to another, and changes made within a unit from year to year. Changes in instruction may refer to using different instructional strategies, presenting materials at a different ability level to better meet the needs of the students, etc. Any of these kinds of changes may be taken into account when rating this indicator.

Key points in descriptors:

a. Teacher makes changes in a planned lesson based on feedback from any of these sources or from analyzing test results or class progress.
Example: Teacher is trying to explain how to diagram a sentence, but realizes students don't know the difference between a noun and a verb, so teacher goes back to parts of speech.

b. Instruction is changed from one day to the next based on feedback from any of these sources or from analyzing test results on how the class progresses.
Example: Teacher presents a principle through the discovery method, children are not able to grasp it, so the next day teacher uses a filmstrip explaining the principle.

c. Teacher changes instruction from unit to unit based on feedback from any of these sources or from analyzing test results or class progress.
Example: Teacher used explanation and drill to teach Unit A. Test results reveal that students were not able to apply the knowledge they acquired. For Unit B, teacher plans to do less explanation and drill and give students more time to use the knowledge in real life situations.

d. Teacher plans to change the way a unit is taught next year based on feedback from any of these sources or from analyzing test results or class progress.
Example: Another teacher informs teacher that students did not have the prerequisites for learning long division. Teacher decides to spend more time drilling the multiplication facts when that unit is taught next year.

Teacher Performance Assessment Instruments

CLASSROOM PROCEDURES

Purpose

The purpose of this instrument is to guide the assessment of the beginning teacher's cognitive interaction with learners, skill in organizing and presenting instruction, and skill in classroom management.

Conditions for Use

This instrument, along with the *Teaching Plans and Materials* and the *Interpersonal Skills Instruments*, is to be administered twice during the beginning teacher's first year of professional practice. The first assessment is to be conducted in the fall, and the second in the spring. The fall assessment should begin after the 20th school day (actual day of instruction), and be completed on or before the 70th school day. The spring assessment should not begin until after the 110th school day, with completion on or before the 160th school day. These time limits are designed to insure that assessments not be conducted during the first or last 20 working days of the school year. Additionally, a minimum of 60 days must be allowed between a beginning teacher's fall and spring assessments.

Three different data sources complete this instrument: a data collector, an administrator (a principal, assistant principal, or department head), and a master teacher. Either the data collector or the master teacher must be certified to teach in the same field as the beginning teacher who is being assessed.

Prior to assessment, beginning teachers must be oriented to the sequence of events which constitutes the assessment process. The begin-

ning teacher should understand that each data source will need to observe a minimum of one class period each during the specified teaching unit. Observation dates should be scheduled separately by each rater in advance, allowing the teacher considerable latitude in selecting specific classes and dates. This instrument should never be rated on the basis of a "drop-in" observation.

Each data source must conduct an independent observation of at least one class period to obtain information to complete this instrument. Responses should reflect only direct observations of the teacher at the time of the assessment. Where an instrument item has not been observed during the class period, the response to that item should be left blank.

Should a data source need to clarify or verify classroom impressions, the teacher may be questioned privately concerning the observation. Although the *Teaching Plans and Materials Instrument* permits two or three data sources to interview the beginning teacher simultaneously, the same option does not apply to *Classroom Procedures*.

To insure fairness, assessment instruments should be completed by keeping in mind such factors as the resources available to teachers, the students that they teach, and the facilities of the school. Teachers are rated on what they do, but should not be rated low for reasons beyond their control.

Classroom Procedures

Each of the items below is to be rated on a 5-point scale. Descriptors for the scale points on each item are provided on the following pages.

USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES.

1. Uses teaching methods appropriate for objectives, learners and environment. 1. ☐
2. Uses instructional equipment and other instructional aids. 2. ☐
3. Uses instructional materials that provide learners with appropriate practice on objectives. 3. ☐

COMMUNICATES WITH LEARNERS.

4. Gives directions and explanations related to lesson content. 4. ☐
5. Clarifies directions and explanations when learners misunderstand lesson content. 5. ☐
6. Uses responses and questions from learners in teaching. 6. ☐
7. Provides feedback to learners throughout the lesson. 7. ☐
8. Uses acceptable written and oral expression with learners. 8. ☐

DEMONSTRATES A REPERTOIRE OF TEACHING METHODS.

9. Implements learning activities in a logical sequence. 9. ☐
10. Demonstrates ability to conduct lessons using a variety of teaching methods. 10. ☐
11. Demonstrates ability to work with individuals, small groups, and large groups. 11. ☐

REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION.

12. Uses procedures which get learners initially involved in lessons. 12. ☐
13. Provides learners with opportunities for participating. 13. ☐
14. Maintains learner involvement in lessons. 14. ☐
15. Reinforces and encourages the efforts of learners to maintain involvement. 15. ☐

DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT.

16. Helps learners recognize the purpose and importance of topics or activities. 16. ☐
17. Demonstrates knowledge in the subject area. 17. ☐

ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION.

18. Attends to routine tasks. 18. ☐
19. Uses instructional time effectively. 19. ☐
20. Provides a learning environment that is attractive and orderly. 20. ☐

Commentary

Data for rating these two instruments are gathered simultaneously during a single visit to a classroom. The teaching portfolio, including the plans for the day's activity, should have been examined and discussed with the teacher prior to the observation. These two instruments are directed at different aspects of classroom activity--the *Classroom Procedures Instrument* is cognitive and management-oriented whereas the *Interpersonal Skills Instrument* is more affective.

This portion of the manual is organized in two clusters for trainees who are using the instruments for the first time. Rather than attempting to use all 30 indicators from the outset, you should use only half and then work with the ones that remain. (The clusters are based on a factor analysis of an earlier edition of the instruments.)

Cluster One consists of the following competencies:

1. Uses instructional techniques, methods, and media related to objectives.
2. Communicates with learners.
3. Demonstrates an understanding of the school subject being taught.
4. Demonstrates enthusiasm for teaching and learning and the subject being taught.
5. Helps learners develop positive self-concepts.

The first three competencies are from the *Classroom Procedures Instrument*. The last two competencies are from the *Interpersonal Skills Instrument*. These competencies reflect the learning environment of the classroom.

Cluster Two consists of the following competencies:

1. Demonstrates a repertoire of teaching methods.
2. Reinforces and encourages learner involvement in instruction.
3. Organizes time, space, materials, and equipment for instruction.
4. Manages classroom interactions.

The first three of these competencies are from the *Classroom Procedures Instrument*. These competencies along with the one from the *Interpersonal Skills Instrument* reflect the teacher's management techniques and abilities.

Competency VI: USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES.

This competency consists of three indicators which are related to methods and materials used by the teacher during a lesson. Although some of the judgments are similar to those made in rating the *Teaching Plans and Materials Instrument* (TPM), the context is different in that the rating is based on a single lesson. Indicator 1 addresses the appropriateness of activities for learners and the environment. The next two indicators concern the use of materials by the teacher and by the learners.

Indicator 1. *Uses teaching methods appropriate for objectives, learners and environment.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Teaching methods are matched to objectives.
2. One of the descriptors is evident.	b. Teaching methods are matched to learners.
3. Two of the descriptors are evident.	c. Activities are compatible with the learning environment.
4. Three of the descriptors are evident.	d. Lesson is well-coordinated.
5. Four of the descriptors are evident.	

Comment: This indicator is similar to ones rated earlier in the TPM. Here the focus is on the implementation of a particular lesson rather than the entire portfolio.

Key points in descriptors:

a. The observer must assess this descriptor in light of the objectives for the particular lesson being observed.

b. Methods are matched appropriately to the needs and abilities of learners.

c. The arrangement of materials and furniture in the classroom is suitable for the methods used.

d. This descriptor reflects the transitions between activities and the content of activities (or an activity). A smoothly run lesson is implied.

Indicator 2. *Uses instructional equipment and other instructional aids.*

Scale of Descriptors:

1. Instructional equipment (e.g., projectors) or other instructional aids (e.g., posters, charts) that are available and appropriate are not used.

2. Uses available equipment or instructional aids but has trouble which causes delays. Media presentations or prepared materials do not always fit planned lessons.

3. Effectively uses instructional equipment or other instructional aids at appropriate times in lessons.

4. Highly skillful use of instructional equipment or instructional aids at appropriate times. Media presented blend smoothly with other kinds of instruction.

5. In addition to items in 4, shows evidence of skillfully preparing original instructional materials.

Comment: The focus of this indicator is on equipment and instructional aids *used by the teacher* with the class. A lesson could possibly not require any equipment or materials. If so, leave this indicator blank. The teacher is responsible for all AV equipment used in the room, even if it is being run by an aide or a student.

Key points in descriptors:

1. Available and appropriate materials are not used.

2. Instructional equipment or aids do not fit planned lessons or are poorly used.

3. Instructional equipment or aids are used without difficulty.

4. Media use is highly skillful and blends smoothly. Uses media to enhance effect.

5. Presents original, high quality, teacher-made material. Note that this descriptor states, "In addition to the items in 4. . . ."

Indicator 3. *Uses instructional materials that provide learners with appropriate practice on objectives.*

Scale of Descriptors:

1. Materials chosen are irrelevant to the topic or objectives or no materials are used when materials are needed.

2. Materials chosen are related to the topics being studied but not to the objectives.

3. Most materials chosen provide for practice on specific objectives. Some of the practice may be insufficient in quantity to achieve the objectives.

4. Materials chosen are relevant to the objectives. Learners are given ample opportunity to practice and achieve the objectives.

5. In addition to the items in 4, formal or informal progress assessment techniques are used to determine whether the practice individual learners receive is sufficient.

Comment: The focus of this indicator is on materials such as texts, lab equipment, art supplies, etc. used by individual students. Like the previous indicator, this one may be left unrated in some situations. This indicator requires reference to the teacher's plans since a focus is the match of materials with objectives.

Key points in descriptors:

1. Materials are irrelevant to topic or no materials were used when it would have been appropriate to do so.

2. Materials related to topics, not objectives. For example, the objective may state "distinguish between '*bl* sounds' and '*b* sounds,'" but the list of words used contains many other blends.

3. Most materials are relevant. However, practice may be insufficient.

4. All materials are relevant and provide adequate practice.

5. Teacher must somehow assess the pupil's performance and decide if individuals have had sufficient practice. Classroom questions *may be* adequate basis for a 5 rating if Descriptor 4 is observed. However, simply asking "Any questions?" is not sufficient for rating 5.

Competency VII: COMMUNICATES WITH LEARNERS.

This competency consists of five indicators which address various dimensions of the teacher's interactions with learners. Indicators 4 and 5 deal with the initial and follow-up explanations made by the teacher when dealing with the types of the lesson. Indicator 6 concerns the teacher's use of student comments and ideas throughout the lesson. Feedback to students about their performance is assessed by Indicator 7. The final indicator in the competency concerns the correctness of oral and written expression.

Indicator 4. *Gives directions and explanations related to lesson content.*

Scale of Descriptors:

1. Fails to give any directions or explanations (either written or oral) when there is an obvious need to do so.

   OR

   Directions and explanations are difficult to understand and no attempt is made to remedy the confusion.

2. Directions or explanations are difficult to understand. Attempts to clarify confusion are largely ineffective.

3. Although most learners appear to understand, the teacher works with the entire group to clarify misunderstandings.

4. Only a few learners misunderstand. The teacher identifies specific learners who have difficulty with directions and explanations and helps them individually.

5. No evidence of learner confusion about directions or explanations is evident.

Comment: The intent of this indicator is to assess the ability of the teacher to effectively explain ideas and procedures related to lesson content. Observing learner reactions is necessary for an accurate rating.

Key points in descriptors:

1. Needed explanations are not given, or confusing directions are not clarified.

2. Attempts at clarification are ineffective.

3. Clarifies directions for the group when there is misunderstanding.

4. Individuals may be addressed within a group setting for brief clarifications, but lengthy clarifications should be handled individually.

5. Explanations are adequate for learners at the outset.

Indicator 5. *Clarifies directions and explanations when learners misunderstand lesson content.*

Scale of Descriptors:

1. Discourages learners when they seek clarification on directions or explanations.

2. Ignores learners when they seek clarification of directions or explanations.

3. Restates original communication in nearly the same words if learners do not understand.

4. Gives directions or explanations using different words and ideas when learners do not understand.

5. In addition to the items in 4, the teacher attempts to identify areas of misunderstanding and to restate communication before learners ask.

OR

No misunderstanding by learners was evident during the lesson.

Comment: Whereas the main focus of Indicator 4 is the teacher's initial explanation, this indicator specifies "when learners misunderstand." If no misunderstanding by learners is evident, then a 5 rating is given. To determine misunderstanding, it is necessary to watch the reactions of the students.

Key points in descriptors:

1-2. The first two levels imply an unwillingness to repeat or clarify directions. Level 1 implies the active discouragement of questions. Level 2 implies questions are allowed, but ignored.

3. Repeats original communication in the same or fewer words.

4. Rewords original communication.

5. Recognizes areas needing clarification and restates communication before learners ask. A 5 is also given when no misunderstanding by learners occurs.

Indicator 6. *Uses responses and questions from learners in teaching.*

Scale of Descriptors:

1. Uses negative words or actions to discourage learners from giving responses or asking questions.

2. Ignores learners who wish to be recognized or learner contributions are accepted without disagreement or further comment.

3. Acknowledges learners who wish to be recognized and occasionally asks for learner responses or questions. Responses by the teacher are adequate.

4. Asks for responses or questions frequently throughout the lesson and provides feedback to learners.

5. In addition to the items in 4, the teacher incorporates learner responses and questions into activities.

Comment: This indicator deals with student comments and questions and the manner in which the teacher handles them.

Key points in descriptors:

1. Teacher uses negative words or actions to discourage learners from giving responses or asking questions.

2. Learner comments are passively accepted or teacher does not call on learners who want to be recognized.

3. Teacher is less passive. Learners are recognized and teacher may occasionally ask for comments and questions.

4. Teacher asks for learners' inputs during lesson and responds to them.

5. Learner input is used in subsequent activities. The teacher may use student ideas later in the lesson, refer to ideas from earlier lessons, or indicate plans to deal with a student idea in a future lesson.

Indicator 7. *Provides feedback to learners throughout the lesson.*

Scale of Descriptors:

1. Accepts learner comments or performance without feedback about their adequacy.

2. Responds to negative aspects of student work, but few comments are made about positive aspects.

3. Informs students of the adequacy of their performance. Few errors pass by without being addressed.

4. Helps learners evaluate the adequacy of their own performance.

5. In addition to 4, the teacher probes for the source of misunderstandings which arise.

Comment: This indicator addresses the way in which the teacher deals with student comments throughout the lesson. General feedback is not to be considered unless it can specifically help students improve poor performance or maintain a good performance. Feedback might be verbal or nonverbal (frowns, nods, etc.).

Key points in descriptors:

1. Typically, student comments are accepted without reaction. Errors on the part of the student apparently are not recognized.

2. Students are told when they are wrong, but are told infrequently when they are right.

3. Students receive feedback on both correct and incorrect responses.

4. Students are encouraged to assess the adequacy of their own and each others' responses--those that are adequate as well as those that are inadequate.

5. In the course of dealing with misunderstandings, the teacher attempts to see how students arrived at ideas.

Indicator 8. *Uses acceptable written and oral expression with learners.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Speech is understandable.
2. One of the descriptors is evident.	b. Oral expression is correct.
3. Two of the descriptors are evident.	c. Written material is legible.
4. Three of the descriptors are evident.	d. Written expression is correct.
5. Four of the descriptors are evident.	

Comment: The indicator focuses on the fluency and grammatical correctness of the teacher's oral and written communication.

Key points in descriptors:

a. "Understandable speech" includes articulation, volume, appropriate vocabulary for the learners, etc.

b,d. "Correct" refers to grammatical structure, including noun-verb agreement, proper tense, etc. Spelling should be considered in written work.

c. "Legible" refers to whether the written materials can be read. Examples such as work on chalkboards, handouts, transparencies, and comments on student papers are the most desirable sources of data, but the portfolio may be used if no other sources are available.

Competency VIII: DEMONSTRATES A REPERTOIRE OF TEACHING METHODS.

This competency consists of three indicators which examine dimensions relating to the use of different activities in a lesson. Indicator 9 concerns the organization of activities while Indicators 10 and 11 are concerned with the variety of activities and the context in which they are used.

Indicator 9. *Implements learning activities in a logical sequence.*

Scale of Descriptors:

1. Activities used in the classroom are unrelated to one another or to the objectives.
2. Many ideas, skills or activities seem out of sequence.
3. The lesson is arranged to present most ideas, skills, etc., in a logical sequence. Only occasionally is there a problem of sequence.
4. No instances of problems in sequencing are noted.
5. In addition to the items in 4, provision is made to acquire prerequisites if learners have not already done so.

Comment: The intent of this indicator is to determine if the teacher can select and logically sequence learning activities. There is sequence from one activity to another as well as within an activity.

Key points in descriptors:

1. Activities are unrelated to objectives or each other.
2. Many problems of sequence are noted.
3. Sequence problems are rare.
4. No sequencing problems occur.
5. Provision is made to acquire prerequisites before or during learning activities.

Indicator 10. *Demonstrates ability to conduct lessons using a variety of teaching methods.*

Scale of Descriptors:

Ratings	Descriptors
1. No teaching method is used acceptably.	Teaching methods such as the following may be observed: drill, inquiry, discussion, role playing, demonstration, explanation, and problem solving, etc.
2. One teaching method is used acceptably.	
3. Two teaching methods are used acceptably.	
4. Three teaching methods are used acceptably.	
5. Four teaching methods are used acceptably.	

Comment: It is not necessary to name particular techniques to rate this indicator. The methods listed are only examples; many others are possible. Administrative tasks (i.e., distributing materials) are not to be considered.

When rating this indicator use the following procedures:

1. For each method determine the following:
   a. whether it was appropriate for the objectives and the learners; and
   b. whether it was used acceptably.
2. Count the number of techniques which are appropriate and are used acceptably.

A low rating (such as 1 or 2) *should be given* in these instances:

a. two or more methods were used but one or more were not used acceptably; or

b. one method was used acceptably, but additional methods should have been used.

The indicator *should be left blank* if a single method is used appropriately for the entire observation period (i.e., a value clarification activity may require an entire period).

Indicator 11. *Demonstrates ability to work with individuals, small groups, and large groups.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Group size for instruction is matched to the objective.
2. One of the descriptors is evident.	b. Teacher's role is appropriate to each group size being used.
3. Two of the descriptors are evident.	c. Transitions from one sized group to another are smooth.
4. Three of the descriptors are evident.	d. Different group sizes that are matched to the objectives are used.
5. Four of the descriptors are evident.	

Comment: This indicator assesses the teacher's ability to work with various sized groups within a classroom. Consequently, it should not be rated in situations where a single student is involved. Small group refers to a group of children larger than one child but smaller than the entire class. Large group refers to the entire class. A single well-conducted lesson using only a large group suggests a 3 rating based on Descriptors a and b.

Key points in descriptors:

b. The appropriate role involves interaction with students, adjustment of materials, managing activities, etc.

c. The changes may include preparing the learners for the new activity, including physical movement if required.

d. There must be more than one sized group to rate this descriptor. All group sizes must match the objectives.

Competency IX: REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION.

This competency consists of four indicators which assess the methods used by the teacher to attain and maintain student involvement. Indicators 12 and 13 consider the strategies used to involve learners initially and the opportunities learners have to participate throughout the lesson. Indicator 14 assesses the degree of learner involvement throughout the lesson. The final indicator concerns the teacher's efforts to maintain involvement throughout the lesson.

Indicator 12. *Uses procedures which get learners initially involved in lessons.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Helps learners recall past experiences or knowledge.
2. One of the descriptors is evident.	b. Uses existing interests of learners as a link to new activities.
3. Two of the descriptors are evident.	c. Stimulates new interests in activities with techniques such as discrepant events or thought-provoking questions.
4. Three of the descriptors are evident.	
5. Four of the descriptors are evident.	d. Helps learners understand what they may achieve by participating in the activities.

Comment: The indicator focuses on the opening activities used by the teacher to prepare, to interest, and to motivate learners to participate in lesson activities. Appropriateness of activities used is implicit.

Key points in descriptors:

a. The teacher helps learners recall knowledge or experiences related to lesson activities.

b. Current interests of learners are the basis for new activities.

c. A specific technique such as discrepant event or thought-provoking questions is used by the teacher to stimulate new interest.

d. The usefulness of activities is communicated to learners.

Indicator 13. *Provides learners with opportunities for participating.*

Scale of Descriptors:

1. Class activities require passive commitment.

2. The class is organized so that only a few learners participate actively; most appear to be bystanders.

3. Most learners have opportunity for active participation at some time in the class (e.g., small group discussion, physical manipulation of materials, physical movement, individual library work, etc.).

4. All learners have opportunity for active participation in some type of activity.

5. All learners have opportunity for active participation in two or more activities.

Comment: The focus of the indicator is on the provision of opportunities for active student involvement. Both the kind of participation and amount of participation are to be considered. The level of the student must be considered in rating this indicator, for what is passive in one situation may be active for a learner on another level. The way an activity, such as a film, is conducted may often distinguish active from passive.

Key points in descriptors:

1. Student activity is minimal.

2-4. These three descriptors differ in the number of learners given an opportunity to participate actively; they range from few to most to all. A student need not pursue an opportunity for a teacher to be rated highly.

Indicator 14. *Maintains learner involvement in lessons.*

Scale of Descriptors:

1. Few learners (less than 30%) are on task, i.e., learners are not attending to the teacher, materials, or other appropriate focus for an activity.

2. Some learners (about 31-50%) are on task.

3. Many learners (about 51-70%) are on task.

4. Most learners (about 71-90%) are on task.

5. Nearly all learners (about 91-100%) are on task.

Comment: A student is on task if he/she is attending to the focus the teacher expects. This might be listening to the teacher or other students, reading, viewing an AV presentation, writing, working independently, etc. Merely being well-behaved does not imply on task. Throughout a lesson, most students vary from being off task to on task many times. At any instant the on-task behavior of a student is fairly easily estimated. The rating is an average of the entire class throughout the lesson. To determine the portion of students on task throughout the lesson, randomly select a number of students throughout the room (perhaps 10) and periodically (4-5 times) count those who are on task. Then find the percentage of students on task. All students should be considered--not just those working directly with the teacher.

Key points in descriptors:

4-5. 91% of the learners is a large portion--all but five in a typical classroom. Therefore, to warrant a 5 rating, few learners can be off task.

Indicator 15. *Reinforces and encourages the efforts of learners to maintain involvement.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Uses activities which are appropriate for learners.
2. One of the descriptors is evident.	b. Varies pace and nature of activity.
3. Two of the descriptors are evident.	c. Responds positively to learners who participate.
4. Three of the descriptors are evident.	d. Identifies and responds to learners who are off task.
5. Four of the descriptors are evident.	

Comment: This indicator assesses the efforts of the teacher to maintain and increase student involvement in the lesson.

Key points in descriptors:

a. Takes into account difficulty of activity, interests of learners, etc.

b. Teacher varies the stimuli of the learners by changing activities, changing position, etc.

c. Teacher reinforces learner participation.

d. To regain learners' attention, teacher reacts to individual learners or groups who are off task.

c-d. Both of these descriptors may be rated based on verbal or non-verbal (frowns, smiles, etc.) feedback. In each case the teacher's response must be appropriate to warrant a rating.

Competency X: DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT.

Two indicators comprise this competency. The first deals with the communication of the purpose or importance of the lesson to learners. The second indicator includes many dimensions of the use of knowledge in the topic of the lesson.

Indicator 16. *Helps learners recognize the purpose and importance of topics or activities.*

Scale of Descriptors:

1. The teacher does not designate the purpose or importance of a topic or activity.

2. The teacher fails to relate specific topics or activities to their purpose or importance in a content area.

3. The purpose or importance of most topics or activities studied is conveyed to learners.

4. Topics or activities are taught in context. The teacher explains to the students how topics or activities are but a portion of a larger content area.

5. The teacher encourages (or provides opportunities for) learners either to question or relate to specific topics or activities which are important to a content area.

Comment: This indicator stresses the communication of the importance of topics or activities to learners.

Key points in descriptors:

1-2. Descriptor 2 occurs whenever a teacher states the importance of a topic without relating the topic to its larger content areas. Example: A teacher might tell a student to memorize a list of words for a test without explaining why the particular words relate to a unit of study.

3. The relationship of the topic and the content area is conveyed.

4. The context must be conveyed to learners by the teacher.

5. Topics or activities are taught in context; learners are encouraged to question the relationships of topics to the larger content area.

Indicator 17. *Demonstrates knowledge in the subject area.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Subject area knowledge that the teacher demonstrates is accurate and up-to-date.
2. One of the descriptors is evident.	b. Sources of information and learning materials are timely.
3. Two of the descriptors are evident.	c. Discriminates between adequate and inadequate performances.
4. Three of the descriptors are evident.	d. There is a balance among the various levels of learning.
5. Four of the descriptors are evident.	

Comment: This indicator addresses a number of dimensions relating to knowledge of the school subject.

Key points in descriptors:

a. Accuracy implies "for the most part." An occasional slip is not sufficient cause to rate a teacher low.

c. The teacher distinguishes between adequate and inadequate statements or demonstrations on the part of learners and responds to correct inadequacies.

d. Levels of learning can include such concerns as content/process balance as well as taxonomic levels described by Bloom and others.

Competency XI: ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION.

The final *Classroom Procedures* (CP) competency includes three indicators which deal with the administrative dimensions of the classroom. Indicator 18 assesses the performance of routine tasks such as movement of learners and materials in the classroom. The effective use of allocated instructional time is the focus of Indicator 19. Indicator 20 examines several aspects of the learning environment.

Indicator 18. *Attends to routine tasks.*

Scale of Descriptors:

1. The teacher does not attend to routine tasks.
2. The teacher attends to routine tasks in a disruptive or inefficient manner (e.g., learners need special permission for many routine tasks).
3. The teacher anticipates routine tasks and attends to them efficiently.
4. Routine tasks are handled smoothly. Teacher delegates many tasks to the students.
5. In addition to 4, learners are responsible for various dimensions of the task (e.g., distributing materials, picking up work area, etc.).

Comment: Routine tasks may or may not be directly related to instruction. Giving directions about movement of learners and materials should be considered in this indicator. The efficiency of such activitivities might also be considered in Indicator 19. Bookkeeping and housekeeping tasks, distribution and collection of materials, taking up lunch money, etc., are also included in this indicator.

Key points in descriptors:

1. Teacher does not take care of routine tasks.
2. Teacher takes care of routine tasks, but in the process of doing so, the class is disrupted.
3. Teacher takes care of routine tasks efficiently.

4. Teacher and learners share in the smooth handling of the tasks.

5. Emphasis is on student management of most routine tasks. Students are able to handle many routines without being told to do so.

Indicator 19. *Uses instructional time efficiently.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Begins activities promptly.
2. One of the descriptors is evident.	b. Continues activities until end of allocated time period.
3. Two of the descriptors are evident.	c. Avoids unnecessary delays during the lesson.
4. Three of the descriptors are evident.	d. Avoids undesirable digressions from the topic during the lesson.
5. Four of the descriptors are evident.	

Comment: This indicator is concerned with getting the maximum use from the allocated instructional time.

Key points in descriptors:

a. The teacher has materials ready to go and begins on schedule.

b. Instructional activities fill the scheduled period.

c. There are no avoidable breaks in instruction for materials distribution, movement of learners, or other transitions.

d. Not all digressions are undesirable.

Indicator 20: *Provides a learning environment that is attractive and orderly.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. The classroom is free of litter.
2. One of the descriptors is evident.	b. The furniture is neat and orderly.
3. Two of the descriptors are evident.	c. Bulletin boards and displays create a pleasant atmosphere.
4. Three of the descriptors are evident.	d. Bulletin boards and displays serve an instructional purpose.
5. Four of the descriptors are evident.	

Comment: This indicator incorporates several dimensions related to the physical classroom environment. Leave this indicator blank for teachers who are not in their own classrooms.

Key points in descriptors:

a. Litter is under the control of the teacher, but dirt is usually not.

b. This doesn't imply desks in rows, merely a safe and easy-to-use arrangement.

c. These materials are attractive.

d. These materials may augment instruction.

Teacher Performance Assessment Instruments

INTERPERSONAL SKILLS

Purpose

This instrument is designed to guide the assessment of the classroom climate or environment fostered by the beginning teacher. Its dual focus is on teacher characteristics such as enthusiasm, warmth, and patience, as well as on the teacher's ability to manage the classroom environment.

Conditions for Use

This instrument, which is rated simultaneously with *Classroom Procedures*, is to be administered twice during the beginning teacher's first year of professional practice. The first assessment is to be conducted in the fall, and the second in the spring. The fall assessment should begin after the 20th school day (actual day of instruction), and be completed on or before the 70th school day. The spring assessment should not begin until after the 110th school day, with completion on or before the 160th school day. These time limits are designed to insure that assessments not be conducted during the first or last 20 working days of the school year. Additionally, a minimum of 60 days must be allowed between a beginning teacher's fall and spring assessment.

Three different data sources complete this instrument: a data collector, an administrator (a principal, assistant principal, or department head), and a master teacher. Either the data collector or the master teacher must be certified to teach in the same field as the beginning teacher who is being assessed.

Prior to assessment, beginning teachers must be oriented to the sequence of events which constitutes the assessment process. The beginning teacher should understand that each data source will observe a minimum of one class period each during the specified teaching unit. Observation dates should be scheduled separately by each data source in advance, allowing the teacher considerable latitude in selecting specific classes and dates. This instrument should never be rated on the basis of a "drop-in" observation.

Each data source must conduct an independent observation of at least one class period to obtain information to complete this instrument, as well as the *Classroom Procedures Instrument*. Responses should reflect only direct observations of the teacher at the time of the assessment. Where an instrument item has not been observed during the class period, the response to that item should be left blank.

Should a data source need to clarify or verify classroom impressions, the teacher may be questioned privately concerning the observation. Although the *Teaching Plans and Materials Instrument* permits two or three raters to interview the beginning teacher simultaneously, the same option does not apply to *Interpersonal Skills*.

To insure fairness, assessment instruments should be completed by keeping in mind such factors as the resources available to teachers, the students that they teach, and the facilities of the school. Teachers are rated on what they do, but should not be rated low for reasons beyond their control.

Interpersonal Skills

Each of the items below is to be rated on a 5-point scale. Descriptors for the scale points on each item are provided on the following pages.

DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT.

1. Communicates personal enthusiasm. 1. ☐
2. Stimulates learner interest. 2. ☐
3. Conveys the impression of knowing what to do and how to do it. 3. ☐

HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS.

4. Demonstrates warmth and friendliness. 4. ☐
5. Demonstrates sensitivity to the needs and feelings of learners. 5. ☐
6. Demonstrates patience, empathy and understanding. 6. ☐

MANAGES CLASSROOM INTERACTIONS.

7. Provides feedback to learners about their behavior. 7. ☐
8. Promotes comfortable interpersonal relationships. 8. ☐
9. Maintains appropriate classroom behavior. 9. ☐
10. Manages disruptive behavior among learners. 10. ☐

Competency XII: DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT.

The first *Interpersonal Skills* (IS) competency consists of three indicators which measure the enthusiasm of the teacher. The first indicator deals with personal enthusiasm. Indicator 2 addresses the ability of the teacher to stimulate interest on the part of the students for the topic. The third indicator considers the readiness for the particular lesson being rated.

Indicator 1. *Communicates personal enthusiasm.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Communicates enthusiasm with eye contact or facial expressions indicating pleasure, concern, interest, etc.
2. One of the descriptors is evident.	b. Communicates enthusiasm with voice inflections stressing points of interest and importance.
3. Two of the descriptors are evident.	c. Communicates enthusiasm through posture when moving about the room or sitting among students.
4. Three of the descriptors are evident.	d. Communicates enthusiasm with gestures to accentuate points.
5. Four of the descriptors are evident.	

Comment: All *Interpersonal Skills* (IS) indicators require two decisions on the part of the data collector: (1) determining if the behavior is appropriate for the context, and (2) determining if the behavior rated does indeed demonstrate the dimension described in the indicator and competency statements. For example, in Indicator 1, the expressions listed in Descriptor a must suggest enthusiasm and not some other attribute such as anger!

Indicator 2. *Stimulates learner interest.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Appears eager to begin lesson.
2. One of the descriptors is evident.	b. Uses interesting, unusual or important dimensions or application of the topic or activity.
3. Two of the descriptors are evident.	c. Attempts in a manner that stimulates interest to involve all learners in activity.
4. Three of the descriptors are evident.	d. Personalizes lesson for students.
5. Four of the descriptors are evident.	

Comment: This indicator assesses teacher activities which are likely to stimulate interest in the lesson or the subject. As with all *Interpersonal Skills* (IS) indicators, the teacher's behavior must be consistent with the indicator and competency to be rated.

Key points in descriptors:

a. Merely being ready to begin is not sufficient to check this indicator; there must be a commitment, as well.

c. Attempting to involve learners must be done in a positive fashion.

d. Personalizing can occur in many ways--providing personal examples using student examples or ideas in lesson, or attempting to make lesson relevant to learners.

Indicator 3. *Conveys the impression of knowing what to do and how to do it.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. The teacher appears to know what is to be done.
2. One of the descriptors is evident.	b. Materials for the lesson are on hand and easily accessible.
3. Two of the descriptors are evident.	c. Goals or plans for the activities are communicated to learners.
4. Three of the descriptors are evident.	d. The importance of the topics or activities is conveyed to learners.
5. Four of the descriptors are evident.	

Comment: This indicator assesses the teacher's communication of confidence about work to be done.

Key points in descriptors:

a. This should be based on confidence in undertaking activities and managing learners.

c. Goals or plans may be long- or short-range, depending on the nature of the learners.

Competency XIII: HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS.

This competency assesses the personal interactions between the teacher and the learners. Indicator 4 deals with the personal warmth of the teacher toward the learners. Indicator 5 addresses the need of the learners to do well and have positive experiences. The final indicator concerns the demonstration of patience toward the students.

Indicator 4. *Demonstrates warmth and friendliness.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Seeks information about the interests or opinions of learners.
2. One of the descriptors is evident.	b. Smiles at learners or laughs or jokes with them.
3. Two of the descriptors are evident.	c. Maintains close contact with learners by sitting or standing near them.
4. Three of the descriptors are evident.	d. Uses names of learners in a warm and friendly way when addressing them.
5. Four of the descriptors are evident.	

Comment: Although this indicator deals with warmth and friendliness, demonstrating a "gushy" warmth is not necessary to rate high. Do bear in mind the intent of the indicator as each descriptor is assessed.

Indicator 5. *Demonstrates sensitivity to the needs and feelings of learners.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Reinforces learners when they do well.
2. One of the descriptors is evident.	b. Encourages learners when they have difficulty.
3. Two of the descriptors are evident.	c. Listens to or accepts ideas from learners.
4. Three of the descriptors are evident.	d. Is courteous when dealing with learners.
5. Four of the descriptors are evident.	

Comment: This indicator deals with the needs of learners. Each descriptor must be rated keeping in mind the number of opportunities the teacher has to demonstrate it.

Key points in descriptors:

a-b. Reinforcement or encouragement may be verbal or nonverbal. One instance is not sufficient for a rating if there were many opportunities.

c. The teacher actively listens to learners.

d. Courtesy includes many dimensions, particularly avoiding sarcasm.

Indicator 6. *Demonstrates patience, empathy and understanding.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Is patient with wrong answers or poor performance.
2. One of the descriptors is evident.	b. Is patient with learners who need additional time or explanation.
3. Two of the descriptors are evident.	c. Avoids sarcasm or ridicule.
4. Three of the descriptors are evident.	d. Shows students through words or actions that their problems or comments are understood.
5. Four of the descriptors are evident.	

Comment: Patience, empathy and understanding are broad concepts. This indicator addresses several dimensions which are reasonable to expect in everyday teaching situations.

Competency XIV: MANAGES CLASSROOM INTERACTIONS.

The final *Interpersonal Skills* (IS) competency consists of four indicators which deal with classroom management. Indicator 7 assesses the teacher's use of clear expectations and feedback about behavior. Indicator 8 concerns the interpersonal communications among the students. The final two indicators in this competency deal with the teacher's ability to avoid and deal with disruptive behavior on the part of learners.

Indicator 7. *Provides feedback to learners about their behavior.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Makes expectations about behavior clear to learners.
2. One of the descriptors is evident.	b. Provides verbal feedback for acceptable or unacceptable behavior.
3. Two of the descriptors are evident.	c. Provides nonverbal feedback (smiles, frowns, nods, moves closer to student, etc.) for acceptable or unacceptable behavior.
4. Three of the descriptors are evident.	
5. Four of the descriptors are evident.	d. Uses language free of derogatory references when talking to learners.

Comment: Two main points are covered by this indicator. One involves clearly making expectations known; the second is consistent, nonderogatory, verbal and nonverbal feedback about the acceptability of student behavior. The rating is to be given on the basis of feedback for acceptable behavior as well as unacceptable behaviors. There is a tendency to leave this indicator blank, but an observer can determine whether or not the teacher gave feedback (for appropriate or inappropriate behavior) when it would have been appropriate to do so.

Key points in descriptors:

a. The expectations to be on task may be communicated by a teacher who has everything ready to go. Or expectations may be made explicitly. If the learners are well-behaved, assume that expectations have been made clear some time in the past.

Indicator 8. *Promotes comfortable interpersonal relationships.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Speaks politely with learners.
2. One of the descriptors is evident.	b. Courteous interchanges among learners exist or are encouraged.
3. Two of the descriptors are evident.	c. Expectations are consistent throughout the lesson.
4. Three of the descriptors are evident.	d. Is fair and impartial when dealing with learners.
5. Four of the descriptors are evident.	

Comment: The descriptors for this indicator cover the entire instructional period. This indicator may be left blank if the observation involves a single student.

Key points in descriptors:

b. The teacher may be a model and thereby warrant a rating on this descriptor.

c. Rules and their enforcement are similar from one occasion (or from one learner) to the next. Rules might change from one activity to the next.

d. Teacher shows no favorites or biases in the classroom. This includes allowing students to participate, reprimanding students, etc.

Indicator 9. *Maintains appropriate classroom behavior.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Uses techniques (e.g., social approval, contingent activities, punishment, etc.) to maintain appropriate behavior.
2. One of the descriptors is evident.	b. Overlooks inconsequential behavior problems.
3. Two of the descriptors are evident.	c. Reinforces appropriate behavior.
4. Three of the descriptors are evident.	d. Maintains learner behavior that enhances the possibilities for learning for the group.
5. Four of the descriptors are evident.	

Comment: This indicator assesses the teacher's use of techniques to maintain appropriate behavior and avoid disruptive behavior. Descriptor c is a subset of Descriptor a. Therefore, a teacher who gets credit for c will probably also get credit for a, but not necessarily vice-versa.

Key points in descriptors:

d. Learners do not disrupt the learning of others often or for extended periods of time.

Indicator 10. *Manages disruptive behavior among learners.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Deals with learners who have caused disruptions, rather than with entire class.
2. One of the descriptors is evident.	b. Attends to major disruptions quickly and firmly.
3. Two of the descriptors are evident.	c. The consequences of causing disruptions are based on the severity of the disruptions.
4. Three of the descriptors are evident.	d. Rule violations carry consequences appropriate for learners.
5. Four of the descriptors are evident.	
OR	
5. There is no major disruptive behavior.	

Comment: Consequences appropriate for learners should be assessed according to the severity of the behavior, the age of the learner, and in accordance with stated class or school policies. Note that a rating of 5 is justifiable if there is no disruptive behavior or if all four descriptors are present.

Key points in descriptors:

d. Note that the consequences are not "the same for all learners." Special children may require different treatment.

Teacher Performance Assessment Instruments

PROFESSIONAL STANDARDS

Purpose

Although not intended for use as a certification criterion, this instrument may have utility as an option for staff development. It focuses upon a teacher's relationships with colleagues, acceptance of professional responsibilities, and efforts to improve professional skills.

Conditions of Use

While it is suggested that this instrument be administered only after the 110th school day (actual day of instruction), it should not be administered before the 70th school day.

The teacher to be assessed nominates a fellow teacher and an administrator. Both should have knowledge of the teacher's professional performance to complete this instrument. If there is a question about the objectivity of or information available to the original nominees, at the discretion of the chief administrator of the school, one or two additional raters may be appointed (another colleague, another administrator, or both). Thus, a minimum of two or a maximum of four persons complete the instrument.

Each data source completing this instrument should respond to the items only on the basis of information relating to the teacher during the current school year. Previous professional activities, whether favorable or unfavorable, should be ignored, so that responses reflect recent professional activities.

To insure fairness, assessment instruments should be completed by keeping in mind such factors as the resources available to teachers, the

students that they teach, and the facilities of schools. Teachers are rated on what they do, but should not be rated low for reasons beyond their control.

Professional Standards

Each of the items below is to be rated on a 5-point scale. Descriptors of the activities assosciated with each item are given on the following pages.

MEETS PROFESSIONAL RESPONSIBILITIES.

1. Works cooperatively with colleagues, administrators, and community members. 1. ☐
2. Follows the policies and procedures of the school district. 2. ☐
3. Demonstrates ethical behavior. 3. ☐
4. Performs extra-instructional duties. 4. ☐

ENGAGES IN PROFESSIONAL SELF-DEVELOPMENT.

5. Participates in professional growth activities. 5. ☐
6. Shares and seeks professional materials and ideas. 6. ☐

Competency XV: MEETS PROFESSIONAL RESPONSIBILITIES.

Indicator 1. *Works cooperatively with colleagues, administrators, and community members.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Works cooperatively with colleagues in planning instructional activities.
2. One of the descriptors is evident.	b. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
3. Two of the descriptors are evident.	c. Works cooperatively with community members in carrying out school or school-community sponsored functions.
4. Three of the descriptors are evident.	d. Works cooperatively with special professional personnel and non-professional support personnel toward attaining the school's objectives.
5. Four of the descriptors are evident.	

Indicator 2. *Follows the policies and procedures of the school district.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Complies with conditions stated in contract of employment.
2. One of the descriptors is evident.	b. Directs the conduct of students in accord with school policy.
3. Two of the descriptors are evident.	c. Follows school's policies for staff conduct (e.g. smoking, parking regulations, use of equipment, working hours).
4. Three of the descriptors are evident.	d. Maintains fiscal records and prepares official reports in accord with district and school policies.
5. Four of the descriptors are evident.	

Indicator 3. *Demonstrates ethical behavior.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Respects the rights of colleagues to express their opinions on educational issues.
2. One of the descriptors is evident.	b. Reports infractions of rules, injustices, annoyances, etc. through proper channels.
3. Two of the descriptors are evident.	c. Complies with legal standards for social conduct in public.
4. Three of the descriptors are evident.	d. Complies with written laws and policies regarding confidentiality in handling personal information about all personnel.
5. Four of the descriptors are evident.	

Indicator 4. *Performs extra-instructional duties.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Is available to students for conferences as scheduled time allows.
2. One of the descriptors is evident.	b. Provides adequate background information and materials when substitute teacher is to assume responsibilities.
3. Two of the descriptors are evident.	c. Is responsive to the administration for transmitting information to others (i.e. students and parents).
4. Three of the descriptors are evident.	d. Performs such assignments as lunchroom supervision, class advisor, or club sponsor.
5. Four of the descriptors are evident.	

Competency XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT.

Indicator 5. *Participates in professional growth activities.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Seeks and uses ideas from professional journals and other references.
2. One of the descriptors is evident.	b. Participates in professional development activities sponsored by the school or district.
3. Two of the descriptors are evident.	c. Participates in professional development activities sponsored by professional organizations or other outside agencies.
4. Three of the descriptors are evident.	d. Carries out a self-designed schedule of activities and events which provide for professional self development.
5. Four of the descriptors are evident.	

Indicator 6. *Shares and seeks professional materials and ideas.*

Scale of Descriptors:

Ratings	Descriptors
1. None of the descriptors is evident.	a. Shares instructional materials and equipment with colleagues.
2. One of the descriptors is evident.	b. Shares special knowledge and talents with colleagues and/ or their classes.
3. Two of the descriptors are evident.	c. Makes presentations in which professional ideas are shared with lay groups or with other educators.
4. Three of the descriptors are evident.	d. Seeks professional assistance from colleagues.
5. Four of the descriptors are evident.	

Teacher Performance Assessment Instruments

STUDENT PERCEPTIONS

Purpose

Although not intended for use as certification criteria, these instruments may prove useful as options for staff development. Their purpose is to determine how students perceive selected performances of their teachers.

Conditions of Use

Because these instruments are not to be used for certification purposes, much latitude is allowed as to how and when they are to be used. However, the Georgia Department of Education recommends that they not be administered until after the 70th school day (actual day of instruction) and before the 110th school day.

The instruments should be administered to all pupils in the class which the teacher has used when being assessed for certification purposes. The teacher should be absent from the room when these instruments are administered, and the person selected to administer them should be one of the data sources.

There are two forms of instruments. One is for learners in sixth grade or higher. The other is for children in third through fifth grade. No assessment is conducted with children below third grade.

Each item on the form for young learners is to be read to them aloud. They are to respond by marking the appropriate drawing. A smiling face connotes, "Yes, my teacher does that often." A frowning

face says, "No, my teacher never does that." The face in the middle says, "My teacher sometimes does that." Secondary students respond similarly, except they mark appropriate spaces on a form. While older learners will ordinarily read the items themselves, they may be read aloud to them where any problem with comprehension arises.

More detailed information about scoring SP is included in the closing section of this manual. Suggested instructions to be read to children while administering SP will be found in *TPAI: A Handbook for Interpretation*. Because averaging students' responses for each item by hand is a laborious process, the Teacher Assessment Project has created a computerized system which accomplishes the task more easily. Special forms are required for the computerized system. Information regarding this service is available from the Teacher Assessment Project.

Student Perceptions Instrument
Sample Administration Procedures

General Directions

Before administering the *Student Perceptions* (SP) *Instrument* to pupils in a class, the person responsible (data collector or administrator) should obtain the following information so that the SP response forms can be properly filled out by pupils:

1. The beginning teacher's identification number (from the beginning teacher)
2. The system and school code (from the school principal)
3. The month and year of the assessment
4. The number of the assessment activity (from the beginning teacher).

This information will be used when students complete Part 1 of the SP form.

The following general procedures should also be followed when administering the SP instruments:

1. Excuse the teacher being assessed from the classroom.
2. Make certain that desks are cleared and that each student has one or two sharpened number two grade pencils. An extra supply of pencils should be kept on hand.
3. Keep a blank copy of the SP form for demonstration purposes.
4. Keet the class quiet and free from interruptions.
5. Make certain pupils understand completely what they are to do and how they are to record their answers.
6. Move freely about the room when pupils are filling out their answers and check for stray marks on the SP forms.

Specific Instructions for Administration

These specific directions for Part 1 of the SP form apply to all learners (3-5 and 6-Adult). Make sure all desks are cleared, and that each learner has one or two sharpened number two grade pencils. Retain a response form to be used for demonstration purposes. Before any response forms are given to students say the following:

> Today you are going to tell how you feel about your teacher. I will read some statements to you and you will tell how you feel about the statements by filling in a space on the response form I will give you. I am now going to give each of you one response form. Make no marks on the form until I tell you to.

When everyone has a response form, point to the part of the response form containing the blanks for Part 1 and say the following:

> Find this place on your response form. (Point with finger to it.) I am going to call out some numbers. I want you to put one number in each box and make sure your numbers are written clearly. Find the first box. Put the number _ in it. Put the number _ in the next box, etc.

Continue calling out numbers until all the boxes are filled. Then say the following:

> Look at the first box. What number did you put in the box? (Wait for pupil response.) Look down the column of numbers in circles below that box and darken in the circle which has that number inside it. Look at the second box. What number did you write in that box? (Wait for pupil response.) Look down the column of numbers in circles below the second box and darken in the circle which has that number inside it. Make sure you darken only one circle below each box.

Repeat the above process until all boxes for Part 1 have been completed and all circles darkened. Walk around the room while the students are writing in their numbers and darkening circles. Remind the learners not to make any marks outside the boxes or circles. When everyone has completed filling in the boxes and circles, continue with the administra-

tion procedures for the appropriate level of learners.

Grades 3-5. Say to the students:

> Find the row of faces next to the number one. One of the faces is frowning; it looks very sad. Another face is smiling; it is a happy face. The face in the middle is neither happy nor sad. I will read a statement to you. If your teacher is *never* that way or *never* teaches that way darken in the nose (small circle) on the sad face. If your teacher is like that or teaches that way *sometimes*, darken the nose (small circle) on the middle face. If your teacher is like that or teaches that way a lot or *most* of the time, darken the nose (small circle) on the happy face.

Pause. Say to the students:

> Remember, you are to tell how you feel, not how you think your teacher or your friends would like you to feel. Since you will not put your name on your score sheet and neither your friends nor your teacher will ever see your score sheet, no one will ever know how you answered any of the questions. Do your own work.

Each item should be read twice. Example: "My teacher enjoys teaching."

Pause. "My teacher enjoys teaching." Say to the students:

> Listen carefully as I read each statement. After I have read the statement, darken the nose (small circle) on the face that shows how you feel. Then I will read the statement again so you can make sure that you marked the nose you really wanted to mark. If you do not understand what that statement means, raise your hand and I will then explain what that statement means. If you do not know enough about your teacher to say how you feel, leave the face blank.

Now, following the procedures outlined above, read each item to the students. Read the item statement; pause; read the statement again. If the students do not understand a statement, give an example that is pertinent to both the item and the classroom. After all the items have been read to the student, say:

> Please check your score sheets and erase any marks that are outside the noses. Also, make sure your marks fill up the entire nose and are dark and shiny.

Pause long enough to allow the students to check for and erase any stray marks and to darken their marks. Say to the students:

> Please carefully pass your score sheets to the front of the classroom. Thank you for your attention and cooperation.

Grades 6-Adult. Say to the students:

> Now look at the bottom part of the score sheet and find the number one. Beside the number one are three circles under columns marked "Never," "Sometimes," and "Often." I am going to read some statements that have to do with your teacher. If your teacher is *never* that way or *never* teaches that way, darken the circle under the word "never." If your teacher is that way *sometimes* or *sometimes* teaches that way, darken the circle under the word "sometimes." If your teacher is that way *often* or teaches that way *most* of the time, darken the circle under the word "often."

Pause. Say to the students:

> Remember, you are to tell how you feel, not how you think your teacher or your friends would like you to feel. Since you will not put your name on your score sheet and neither your teacher nor your friends will ever see your score sheet, no one will ever know what space you darkened for any of the questions. Do your own work.

Each item should be read twice. Example: "My teacher enjoys teaching."

Pause. "My teacher enjoys teaching." Say to the students:

> Listen carefully as I read each statement. After I have read the statement, darken the circle under "never," "sometimes," or "often" that best tells the way you feel. Then I will read the statement again so you can make sure that you darkened the space you really wanted to darken. If you do not understand what a statement means, raise your hand and I will then explain what that statement means. If you do not know enough about your teacher to say how you feel, leave the circles blank.

Now, following the procedures outlined above, read each item to the students. Read the item statement; pause; read the statement again. If the students do not understand a statement, give an example that is pertinent to both the item and the classroom. After all the items have been read to the student, say:

Please check your score sheets and erase any marks that are outside the circles. Also, make sure your marks fill up the entire circle and are dark and shiny.

Pause long enough to allow the students to check for and erase any stray marks and to darken their marks. Say to the students:

Please carefully pass your score sheets to the front of the classroom. Thank you for your attention and cooperation.

STUDENTS PERCEPTIONS (3-5)

SCHOOL _____

DATE _____

TEACHER _____

Check the face that is most like your teacher.

	Never	Sometimes	Often
1. My teacher enjoys teaching.			
2. My teacher keeps me interested in my school work.			
3. My teacher knows what to do and how we are going to do it.			
4. My teacher is friendly.			
5. My teacher cares about my feelings.			
6. My teacher is patient and understands me.			
7. My teacher lets me know if I am behaving right or wrong.			

	Never	Sometimes	Often
8. My teacher is polite and nice.			
9. My teacher does things that keep children well-behaved.			
10. My teacher is fair when children misbehave.			
11. My teacher teaches in ways that help me learn.			
12. My teacher uses things like charts, movies, filmstrips, and records.			
13. My teacher chooses books, workbooks, worksheets, and other things that help me learn.			
14. My teacher gives clear explanations and directions about my class work.			
15. My teacher explains things again if I don't understand.			
16. My teacher listens to me and uses my ideas.			

	Never	Sometimes	Often
17. My teacher tells me when my answers are right or wrong.			
18. My teacher talks and writes so that I can understand.			
19. My teacher teaches things in an order that makes sense.			
20. My teacher uses more than one way to teach.			
21. My teacher works with large groups, small groups, and individual children.			
22. My teacher gets me interested in new lessons.			
23. My teacher gives me a chance to do things in this class.			
24. I work or pay attention during a whole lesson.			
25. My teacher does things to keep me working or paying attention during a lesson.			

	Never	Sometimes	Often
26. My teacher tells me why the things we learn in school are important.			
27. My teacher knows a lot about what is taught in school.			
28. My teacher does things like checking the roll and handing out papers quickly.			
29. My teacher is ready to begin a new activity as soon as we finish one.			
30. My teacher makes my classroom look like a nice place to be.			

STUDENT PERCEPTIONS (6-Adult)

SCHOOL_____

DATE_____

TEACHER_____

Check the answer that best describes your teacher.

	Never	Sometimes	Often
1. My teacher enjoys teaching.	____	____	____
2. My teacher keeps me interested in my school work.	____	____	____
3. My teacher knows what to do and how we are going to do it.	____	____	____
4. My teacher is friendly.	____	____	____
5. My teacher cares about my feelings.	____	____	____
6. My teacher is patient and understands me.	____	____	____
7. My teacher lets me know if I am behaving right or wrong.	____	____	____
8. My teacher is polite and courteous.	____	____	____
9. My teacher does things to keep students well-behaved.	____	____	____
10. My teacher is fair when students misbehave.	____	____	____
11. My teacher teaches in ways that help me learn.	____	____	____
12. My teacher uses things like charts, movies, filmstrips, records, and overhead transparencies.	____	____	____
13. My teacher chooses things such as texts, equipment, supplies, and worksheets that help me learn.	____	____	____
14. My teacher gives clear directions and explanations about my class work.	____	____	____

	Never	Sometimes	Often
15. My teacher explains things again if I don't understand.	____	____	____
16. My teacher listens to me and uses my ideas.	____	____	____
17. My teacher tells me when my answers are right or wrong.	____	____	____
18. My teacher talks and writes so that I can understand.	____	____	____
19. My teacher teaches things in an order that makes sense.	____	____	____
20. My teacher uses more than one way to teach.	____	____	____
21. My teacher works with large groups, small groups, and individual students.	____	____	____
22. My teacher gets me interested in new lessons.	____	____	____
23. My teacher gives me a chance to do things in this class.	____	____	____
24. I work or pay attention during a whole lesson.	____	____	____
25. My teacher does things to keep me working or paying attention during a lesson.	____	____	____
26. My teacher tells me why the things we learn in school are important.	____	____	____
27. My teacher knows a lot about what is taught in school.	____	____	____
28. My teacher does things like taking up lunch money and handing out papers quickly.	____	____	____
29. My teacher uses the whole class period for teaching and learning activities.	____	____	____
30. My teacher makes my classroom look like a nice place to be.	____	____	____

Tips on Data Management

The following sections of this handbook are designed to assist all TPAI data sources (data collector, administrator, colleague) in the management of TPAI data. Brief descriptions of points essential to the efficient collection and processing of data are included as "reminders" only. A detailed description of data management procedures can be found in the manual entitled *A Handbook of Training Activities*.

Procedures for Data Collectors

The trained data collector is the person responsible for insuring that all TPAI response forms have been administered and completed correctly and returned to the appropriate agency for data processing. When a TPAI assessment is complete, the data collector should have the following forms in hand:

Form Number	Form Name	Quantity	Data Source
TPAI 79-1	Demographic Information Form	1	Data Collector
TPAI 79-2	Teaching Plans, Procedures, and Skills	3	Data Collector, Administrator, and Colleague
*TPAI 79-3	Professional Standards	2-4	1-2 Administrators, and 1-2 Colleagues
*TPAI 79-4 or TPAI 79-5	Student Perceptions	One for each student in the teacher's class	Students in a teacher's class

*These forms are optional and will not normally be included in assessments for certification. They may be submitted for processing separately if administered at a time different from the administration of TPAI 79-2's.

In addition to the TPAI response forms above, each teacher assessed should complete and sign an Affirmation of Assessment Form. The data collector is responsible for including this form in the assessment package forwarded for processing.

The most detailed form to be filled out by the data collector is TPAI-79-1, the demographic information form. This form must be completed only for the first assessment of a teacher. The following information serves as a brief guide for completing items on the demographic information form. Special notes are in parentheses.

Part 1.

A. ID of Teacher Assessed
B. System and School Code (a page has been included at the back of this manual for recording the most commonly used system and school codes in the data collector's area).
C. Date
D. Data Collector's ID
E. Option (usually left blank)

Part 2. (Discuss with teacher or member of school administration.)

1. Census Classification of School.
   1. Metropolitan: central city (50,000 pop. or more).
   2. Metropolitan: non-central city (located in SMSA but not in the limits of a central city).
   3. Urban: (2,500 or more, but less than 50,000)
   4. Rural: (2,500 pop. or less; not part of a SMSA)
2. Secondary Schools Only
   1. Comprehensive school
   2. Other than comprehensive school
3. Pupil enrollment of school in which teacher is assessed
4. Average daily attendance of school in which teacher is assessed
5. School socioeconomic status (number of pupils receiving free or reduced-cost lunches)

Part 3. (Discuss with teacher being assessed.)

1. Name of college where undergraduate degree received. (A list of college codes can be found in Appendix A in this handbook.)
2. Name of college where graduate degree received. (See list of college codes in Appendix A. If no graduate degree leave blank.)

3. Sex of teacher
   1. Male
   2. Female
4. Age of teacher
   1. 18-24
   2. 25-30
   3. 31-40
   4. 41-50
   5. 50 and over
5. Ethnic preference (race and/or nationality) of teacher
   1. Black
   2. Caucasian
   3. Oriental
   4. American Indian
   5. Hispanic
6. Degree level of teacher
   1. Bachelors
   2. Masters
   3. Specialist
   4. Doctorate
   5. Other
7. Teaching experience credited on teaching certificate
   1. 0 prior years
   2. 1 prior year
   3. 2 prior years
   4. 3-8 prior years
   5. 9-14 prior years
   6. 15 or more prior years
8. Classification group
   1. Three years or less experience
   2. A beginning teacher in Georgia but with out-of-state teaching experience
   3. More than three years teaching experience in Georgia
9. Primary teaching responsibility
   1. All grades (1-12)
   2. Preschool-primary (N-K-4)
   3. Middle grades (4-8)
   4. Secondary (1-12)
   5. Post-secondary (Adult)
   6. Multiple school assignment (itinerant teacher)
10. Number of students met with for instruction during a school day
    1. 1-20
    2. 21-50
    3. 51-90
    4. 91-140
    5. 141 or more
11. Teaching certificate type
    1. None
    2. V-1 Provisional
    3. V-1 Renewable
    4. B-4
    5. T-4
    6. T-5

7. T-6
8. T-7
9. Other

12. Certified in more than one teaching field?
    1. Yes
    2. No
13. Teaching in Georgia certification field(s)
    1. Yes
    2. No
    3. Not applicable
14. Teaching field(s) which represents major teaching responsibility
    01. Basic subjects
    02. Special education
    03. English
    04. Speech
    05. Reading
    06. Social sciences
    07. Foreign languages
    08. Health and P. E.
    09. Art
    10. Music
    11. Natural sciences
    12. Mathematics and allied subjects
    13. Industrial arts
    14. Home economics
    15. Agriculture
    16. Business
    17. Distributive
    18. Trade and industrial
    19. Other vocational
    20. Kindergarten
    21. Other
    22. Itinerant teacher
15. Primary responsibility if in special education
    01. Trainable or severe mental retardation (TMR)
    02. Educable mentally retarded (EMR)
    03. Learning disorders or learning disability/specific learning disability
    04. Emotionally disturbed or behavior disorders
    05. Interrelated program: EMR, LD, BD
    06. Speech and language pathology and/or impairment
    07. Audiology
    08. Education of the hearing impaired
    09. Visually impaired
    10. Multihandicapped/physically limited or hospital-homebound
    11. Early childhood special education
    12. Gifted
    13. Other

When all assessment forms have been received from all data sources participating in the assessment, these should be checked thoroughly for appropriate entries. The following questions can be used as a brief guide for assuring the accuracy and completeness of TPAI data.

1. Are all entries on all forms clearly legible?
2. Are all forms free of stray marks?
3. Are all teacher identification numbers coded correctly?
4. Are all system and school codes coded correctly?
5. Are the data source ID's for TPAI 79-2 forms correct?
6. Are the assessment activity codes for TPAI 79-2 and/or 79-3 forms correctly entered?
7. Are all option spaces blank?
8. Is the Affirmation of Assessment Form completed and signed by the teacher assessed?

When all response forms have been checked thoroughly, they should be forwarded to the appropriate agency for transmittal to the Data Processing Services unit of the Teacher Assessment Project.

Procedures for Other Data Sources

When a TPAI assessment is complete, participating school administrators and colleague/peer teachers will have each completed one TPAI-79-2 form. In certain cases, one TPAI 79-3 form will also be completed, though this is optional and not required for certification. When the appropriate TPAI forms are complete, they should be given to the data collector participating in the assessment. Before forms are given to the data collector, they should be thoroughly checked. The following questions can be used as a brief guide for assuring the accuracy and completeness of TPAI data.

1. Are entries on all form(s) clearly legible?
2. Are all form(s) free of stray marks?
3. Is the teacher identification number coded correctly?
4. Are the system and school codes coded correctly?
5. Is the assessment activity code entered correctly?
6. Is the option space blank?

APPENDIX A

Appendix A

Listing of College (Undergraduate and Graduate) Codes for Part II of the Demographic Information Form (TPAI 79-1)*

College	Code	College	Code
Foreign institution	999999	Bard C	002671
Not in table	888888	Barrington C	003400
Abraham Baldwin A C	001541	Baylor C Dentistry	004948
Adelphi U	002666	Baylor C Medicine	004949
Adrian C	002234	Baylor U	006967
Agnes Scott C	001542	Belmont Abbey C	002910
Albany J C	001543	Beloit C	003835
Albany Med C	002887	Berea C	001955
Albany St C	001544	Berry C	001554
Albion C	002235	Bethany C	001904
Alfred U	002668	Bethany Theol Sem	001637
Allegheny C	003230	Bethel C	003480
Alma C	002236	Bethune Cookman C	001467
Amer Bapt Sem W Cov	001126	Birdwood J C	001555
American Consv Music	001629	Birmingham Sthn C	001012
American Intrnatl C	002114	Black Hills St C	003459
American U	001434	Blackburn C	001639
Amherst C	002115	Bloomsburg St C	003315
Andover Newton Th S	002116	Bob Jones U	003421
Andrew C	001545	Boston C	002128
Andrews U	002238	Boston U	002130
Antioch C Main Cam	003010	Bowling Green St U	003018
Appalachian St U	002906	Bradley U	001641
Aquinas C	002239	Brandeis U	002133
Aquinas Inst Theo	001632	Brenau C	001556
Arizona St U	001081	Brescia C	001958
Armstrong St C	001546	Brewton-Parker C	001557
Asbury C	001952	Briar Cliff C	001846
Ashland C	003012	Brigham Young U	003670
Athenaeum of Ohio	003013	Brown U	003401
Atlanta C Art	001549	Brunswick J C	001558
Atlanta Christian C	001547	Bryn Mawr C	003237
Atlanta J C	012165	Bucknell U	003238
Atlanta U	001551	Butler U	001788
Auburn U	001009	C Med & Dent-Newark	002620
Augusta C	001552	C of Charleston	003428
Augustana C	001633	C of Emporia	001912
Austin Peay St U	003478	C of Great Falls	002527
Bainbridge J C	011074	C of Idaho	001617
Baldwin-Wallace C	003014	C of Insurance	002702
Ball St U	001786	C of New Rochelle	002704

*The information in this section was derived from the list of college codes supplied by the Applicant Clearing House at the University of Georgia.

College	Code	College	Code
C of Snt Benedict	002341	Clarkson C Tech	002699
C of Snt Rose	002705	Clayton J C	008976
C of the Holy Cross	002141	Clemson U	003425
C of Wooster	003037	Cleveland Inst Music	003031
C William & Mary	003705	Cleveland St U	003032
Ca Ply St U Sn Lu Ob	001143	Coe C	001854
Cal Inst of Tech	001131	Coker C	003427
Cal Sch Prof Psyc LA	010013	Colgate U	002701
Cal Sch Prof Psyc SD	011117	Colorado C	001347
Cal Sch Prof Psyc SF	009844	Colorado Sch Mines	001348
Cal St C Bakersfield	007993	Colorado St U	001350
Cal St U Chico	001146	Columbia Theol Sem	001560
Cal St U Fresno	001147	Columbia U	002707
Cal St U Humboldt	001149	Columbia U Barnard C	002708
Cal St U Long Beach	001139	Columbia U Phar	003973
Cal St U Los Angeles	001140	Columbia U Tchrs C	003979
Cal St U San Diego	001151	Columbia Union C	002067
Cal St U San Fran	001154	Columbus C	001561
Cal St U San Jose	001155	Concordia Sem	002457
Calvin C	002241	Connors St C	003153
Canisius C	002681	Converse C	003431
Capital U	003023	Cooper Union	002710
Carleton C	002340	Cornell C	001856
Carnegie-Mellon U	003242	Cornell U	002711
Carroll C	002526	Cornell U Cen Off	007964
Carson-Newman C	003481	Cornell U Med Ctr	004762
Case Western Res U	003024	Cornell U Statutry C	011693
Catawba C	002914	Covenant C	003484
Catholic U America	001437	Cranbrook Acd of Art	002248
Catonsville Cmty C	002063	Creighton U	002542
Centenary C	002003	CUNY Bernard Baruch	004766
Central C	001908	CUNY Brooklyn C	002687
Central Conn St C	001378	CUNY City C	002688
Central Michigan U	002243	CUNY Grad Sch	004063
Central Mo St U	002454	CUNY Hunter College	002689
Centre C Kentucky	001961	CUNY Lehman C	007022
Cerritos C	001161	CUNY Mt Sinai Sch Md	007026
Chadron St C	002539	CUNY Queens College	002690
Champlain C	003684	CUNY System Office	002686
Chicago Acd Fine Art	001646	Curry C	002143
Chicago Med Sch	001659	D-Q U	010229
Chicago Theol Sem	001661	D'Youville C	002712
Christian Theol Sem	001789	Dallas Theol Sem	003562
Citadel Mil C of SC	003423	Dalton J C	003956
City C Chicago SW C	001649	Dartmouth C	002573
Claflin C	003424	David Lipscomb C	003486
Claremont Grad Sch	001169	Davidson C	002918
Claremont Men's C	001170	Davis & Elkins C	003811
Clarion State	009235	DeKalb Cmty C	001562
Clark C	001559	Del Vly C Sci & Agr	003252
Clark U	002139	Delta St C	002403

College	Code	College	Code
Denison U	003042	General Theol Sem	002726
DePaul U	001671	Geo Peabody C Tchrs	003493
DePauw U	001792	George Washington U	001444
Dillard U	002004	George Williams C	001683
Drake U	001860	Georgetown C	001964
Drew U	002603	Georgetown U	001445
Drexel U	003256	Georgia C	001602
Dropsie U	003257	Georgia I T Ctr Off	007999
Drury C	002461	Georgia Inst Tech	001569
Duke U	002920	Georgia It Sou Tech	001570
Duquesne U	003258	Georgia Military C	001571
Earlham C	001793	Georgia Southern C	001572
East Carolina U	002923	Georgia St U	001574
East Tenn St U	003487	Georgia Sthwstn C	001573
East Texas St U	003565	Glassboro St C	002609
Eastern C	003259	Glenville St C	003813
Eastern Illinois U	001674	Golden Gate U	001205
Eastern Kentucky U	001963	Gonzaga U	003778
Eastern Montana C	002530	Gordon J C	001575
Eastern Wash St C	003775	Goucher C	002073
Eden Theol Sem	002462	Grace Theol Sem & C	001800
Elmhurst C	001676	Graduate Theol Un	001207
Elon C	002927	Greensboro C	002930
Emanuel County J C	010997	Greenville C	001684
Emerson C	002146	Grinnell C	001868
Emmanuel C	001563	Gustavus Adolphus C	002353
Emory and Henry C	003709	Hahnemann Med Ctr	003271
Emory U	001564	Hamilton C	002728
Erskine C	003432	Hampden-Sydney C	003713
Evangel C	002463	Hanover C	001801
Farlgh Dcksn U Cen O	008222	Harvard U	002155
Ferris St C	002260	Hastings C	002548
Fisk U	003490	Haverford C	003274
Florence St U	001016	Hebrew Theol C	001685
Florida A & M	001480	Hebrew Union C-NY	004054
Florida Atlantic U	001481	Hebrew Union C-Cal	004055
Florida Inst Tech	001469	Hebrew Union C-Main	003047
Florida Southern C	001488	Heidelberg C	003048
Florida St U	001489	Henderson St C	001098
Floyd J C	009507	Hendrix C	001099
Fordham U	002722	Hiram C	003049
Fort Valley St C	001566	Hobart-Wm Smith C	002731
Franklin Pierce C	002575	Hofstra U	002732
Franklin-Marshall C	003265	Hope C	002273
Freed-Hardeman C	003492	Houghton C	002734
Fresno City C	001307	Howard Payne C	003575
Ft Hays Kansas St C	001915	Howard U	001448
Fuller Theol Sem	001200	Huntingdon C	001019
Furman U	003434	Idaho St U	001620
Gainesville J C	001567	Illinois Inst Tech	001691
Garrett Biblical I	001682	Illinois St U	001692

College	Code	College	Code
Illinois Wesleyan U	001696	Louisiana St U New O	002015
Incarnate Word C	003578	Louisiana Tech U	002008
Indiana Central C	001804	Louisvl Presby Theol S	001974
Indiana St U	009563	Lowell Tech Inst	002161
Indiana U of Penn	003277	Loyola U	001710
Indiana U-Bloomingtn	001809	Loyola U	002016
Indiana U-Indianapls	001813	Luth Sch Theo Chgo	001712
Inst Adv St In Hum	008915	Luther C	001874
Inst Paper Chemistry	005010	Lynchburg C	003720
Inst Textile Tech	003717	MacMurray C	001717
Interdenom Theol Ctr	001568	Macon J C	007728
Iona C	002737	Madison Area Tech C	004007
Iowa St U Sci & Tech	001869	Madison C	003721
Ithaca C	002739	Manchester C	001820
Jacksonville St U	001020	Manhattan C	002758
Jacksonville U	001495	Manhattan Sch of Mus	002759
Janiata C	003279	Mankato St C	002360
Jewish Theol Sem Am	002740	Mansfield St C	003324
John Marshall Law Sc	001698	Marquette U	003863
Johns Hopkins U	002077	Mary Baldwin C	003723
Juilliard School	002742	Mary Washington C	003746
Kalamazoo C	002275	Marycrest C	001876
Kansas City Art Inst	002473	Maryville C	002482
Kansas St C Pittsbg	001926	Maryville C	003505
Kansas St Teachers C	001927	Mass C Pharmacy	002165
Kansas St U Ag & A S	001928	Mass Inst Tech	002178
Kennesaw J C	001577	McCormick Theol Sem	001721
Kent St U	003051	McNeese St U	002017
Kenyon C	003065	McPherson C	001933
Knox C	001704	Meadvl-Lombard Theol	001723
Knoxville C	003497	Medical C Georgia	001579
La Grante C	001578	Medical C of Penn	003398
La Verne C	001216	Medical C of Wisc	008296
Lafayette C	003284	Medical U of SC	003438
Lamar U	003581	Meharry Med C	003506
Lambuth C	003498	Memphis St U	003509
Lehigh U	003289	Mercer U	001580
Lenoir-Rhyne C	002941	Mercer U Central Off	008000
Lewis & Clark C	003197	Mercer U So Sch Phar	001593
Lexington Theol Sem	001971	Mercer U-Atlanta	008419
Limestone C	003436	Miami U	007104
Lincoln U	003290	Michigan St U	002290
Livingston U	001024	Michigan Tech U	002292
Loma Linda U	001218	Middle Georgia C	001581
Long Beach City C	001219	Middle Tenn St U	003510
Long Island U	004779	Middlebury C	003691
Long Island U Cen of	002751	Midwestern Bapt T S	002485
Louisiana C	002007	Millersville St C	003325
Louisiana St U Baton	002010	Milligan C	003511
Louisiana St U Cen O	002009	Millikin U	001724
Louisiana St U Md Ct	002014	Millsaps C	002414

College	Code
Milwaukee Area Tch C	003866
Miss St C for Women	002422
Mississippi C	002415
Mississippi St U	002423
Missouri Valley C	002489
Monmouth C	001725
Monmouth C	002616
Montana St U	002532
Montclair St C	002617
Moorehead St U	002367
Morehouse C	001582
Morningside C	001879
Morris Brown C	001583
Morris C	003439
Mount Holyoke C	002192
Murray St U	001977
Muskingum C	003084
N Carolina Central U	002950
N Carolina St U-Ral	002972
National U	011460
Nebraska Wesleyan U	002555
Ner Israel Rab C	002087
New Eng Consv of Mus	002194
New England Inst	007636
New Mex Highlands U	002653
New Mexico I Mn-Tech	002654
New Mexico St U	002657
New Orleans Bapt T S	002019
New Sch Soc Research	002780
New York Med C	002784
New York U	002785
Newark C Engr	002621
Newberry C	003440
Niagara U	002788
North Central C	001734
North Dakota St U	009265
North Georgia C	001585
North Texas St U	003594
Northeast Louisiana	002020
Northeast Mo St U	002495
Northeastern Ill U	001693
Northeastern St C	003161
Northeastern U	002199
Northern Arizona U	001082
Northern Illinois U	001737
Northern Michigan U	002301
Northwest Nazarene C	001624
Northwestern St U LA	002021
Northwestern U	001739
Nova U	001509
Oakland U	002307

College	Code
Oakwood C	001033
Oberlin C	003086
Oglethorpe C	001586
Ohio Northern U	003089
Ohio St U	006883
Ohio U	003100
Ohio Wesleyan U	003109
Okla Panhandle St C	003174
Oklahoma Baptist U	003164
Oklahoma St U	003170
Old Dominion U	003728
Oregon Grad Ctr	008856
Oregon St U	003210
Ottawa U	001937
Ouachita Baptist U	001102
Our Lady of Lake C	003598
Pa St U Hrsh Med Ctr	006813
Pace U New York	002791
Pace U Westchester	002792
Pacific Sch Religion	001256
Paine C	001587
Pan American U	003599
Passnst Mnsatic Sem	002794
Paterson St C	002625
Peabody Inst Baltimr	002088
Pennsylvania St U	006965
Pfeiffer C	002955
Phila C of Art	003350
Phila C Phar & Sci	003353
Phila Musical Acad	003355
Phillips U	003175
Piedmont C	001588
Pittsburgh Theol Sem	003356
Polytech Inst NY	002796
Portland St U	003216
Prairie View A & M	003630
Pratt Institute	002798
Presbyterian C	003445
Princeton Theol Sem	002626
Princeton U	002627
Providence C	003406
Purdue U	001825
Queens C	002957
Rab C Ch'san Sofer	003977
Rab C Queens	009334
Rabbi Jacob Jos Rab	003975
Radford C	003732
Rand Grad I Pol Stds	010441
Randolph Macon C	003733
Reed C	003217
Regis C	002206

College	Code
Reinhardt C	001589
Rensselaer Poly Inst	002803
RI Sch of Design	003409
Rice U	003604
Roanoke C	003736
Rochester Inst Tech	002806
Rockefeller U	002807
Rockhurst C	002499
Rollins C	001515
Roosevelt U	001749
Rosemead Grad Sch	010309
Rust C	002433
Rutgers U New Brnswk	006964
S Dakota St U	003471
Sam Houston St U	003606
Samford U	001036
San Fran Theol Sem	001279
San Jose City C	001282
Savannah St C	001590
Scarritt C	003515
SD Sch Mines & Tech	003470
Seton Hall U	002632
Seton Hill C	003362
Sh'or Yoshuv Rab C	011076
Shaw U	002962
Shorter C	001591
Siena C	002816
Simmons C	002208
Simpson C	001887
Slippery Rock St C	003327
Smith C	002209
Snt Bernard C	001043
Snt Bonaventure U	002817
Snt Edward's U	003621
Snt Francis Seminary	010669
Snt John Fisher C	002821
Snt John's U	002823
Snt John's C	002092
Snt Mary of Lake Sem	001765
Snt Mary's Sem & U	002096
Snt Mary's U	003623
Snt Marys C	001984
Snt Marys C	002380
Snt Michaels C	003694
Snt Norbert C	003892
Snt Olaf C	002382
South Carolina St C	003446
South Georgia C	001592
Southeast Mo St U	002501
Southeastern Bapt TS	002963
Southeastern La U	002024
Southern Bapt Theol S	001982
Southern Cal S Theol	001288
Southern Col St C	001365
Southern Conn St	001406
Southern Illinois U	001758
Southern Methodist U	003613
Southern St C	001107
Southwest Mo St U	002503
Southwestern Bapt TS	003617
Southwestern C	001940
Southwestern St C	003181
Southwestern U	003620
Southwestern-Memphis	003519
Spelman C	001594
Spring Hill C	001041
Springfield C	002211
St Louis C of Phar	002504
St Louis U	002506
St Paul Sch Theol	002509
Stanford U	001305
Stephen F Austin St	003624
Stetson U	001531
Stevens Inst Tech	002639
Stillman C	001044
Stonehill C	002217
SUNY-Albany	002835
SUNY-Binghamton	002836
SUNY-Buffalo	002837
SUNY-Stony Brook	002838
SUNY-Ag Tch C Frmgol	002858
SUNY C Envrl Sci-For	002851
SUNY C-Cortland	002843
SUNY C-Fredonia	002844
SUNY C-Geneseo	002845
SUNY C-New Paltz	002846
SUNY C-Potsdam	002850
SUNY Downstate Md Ct	002839
SUNY Hlth Sc Ct Bflo	004822
SUNY Hlth Sc Ct STNY	004823
SUNY Systems Office	002834
SUNY Upstate Med Ctr	002840
Susquehanna U	003369
Swarthmore C	003370
Syracuse U	002882
Temple U	010304
Tenn St U	003522
Tenn Tech U	003523
Tenn Wesleyan C	003525
Texas A & I U	003639
Texas A & M U	010366
Texas Christian U	003636
Texas Lutheran C	003641
Texas Tech U	003644

College	Code
Texas Woman's U	003646
Thiel C	003376
Thomas Jefferson U	003278
Tift C	001595
Toccoa Falls Inst	001596
Tougaloo C	002439
Transylvania U	001987
Trenton St C	002642
Try St U Main Camp	001047
Troy St U Montgomery	001049
Truett McConnell C	001597
Tufts U	002219
Tulane U of LA	002029
Tusculum C	003527
Tuskegee Institute	001050
U Akron	003123
U Alabama	001051
U Alabama-Birmingham	001052
U Alabama-Huntsville	001055
U Alaska-Fairbanks	001063
U Arizona	001083
U Arkansas	001108
U Arkansa Med Ctr	001109
U Bridgeport	001416
U Cal Berkeley	001312
U Cal Central Off	001311
U Cal Davis	001313
U Cal Irvine	001314
U Cal Los Angeles	001315
U Cal Riverside	001316
U Cal San Diego	001317
U Cal San Frisco	001319
U Cal Santa Barbara	001320
U Cal Santa Cruz	001321
U Chicago	001774
U Cincinnati	003125
U Colorado	001370
U Colorado Med Ctr	004508
U Connecticut	001417
U Dallas	003651
U Dayton	003127
U Delaware	001431
U Denver	001371
U Detroit	002323
U Dubuque	001891
U Florida	001535
U Georgia	001598
U Hartford	001422
U Hawaii-Manua	001610
U Houston	003652
U Idaho	001626

College	Code
U Illinois Chgo Cir	001776
U Illinois Med Ctr	003960
U Illinois Urbana	001775
U Iowa	001892
U Judaism	002741
U Kansas	001948
U Kentucky	001989
U Louisville	001999
U Maine-Farmington	002040
U Maine-Orono	002053
U Maryland Balt Prof	002104
U Maryland Baltimore	002105
U Maryland Coll Park	002103
U Maryland Estn Shor	002106
U Mass-Amherst	002221
U Miami	001536
U Michigan	009092
U Minn Cen Office	002387
U Minn-Mnpls St-Paul	003969
U Mississippi	002440
U Mississippi Med Ct	004688
U Missouri-Columbia	002516
U Missouri-Kansas Ct	002518
U Missouri-Rolla	002517
U Missouri-St Louis	002519
U Mn Mayo Grd S Med	010337
U Montana	002536
U Montevallo	001004
U N Carolina-Charlot	002975
U N Carolina-Chpl Hl	002974
U N Carolina-Grnsbr	002976
U Nebraska	002565
U Nebraska Med Ctr	006895
U Nebraska-Omaha	002554
U Nevada Reno	002568
U New Hampshire	002589
U New Mexico	010313
U North Dakota	003005
U Northern Colorado	001349
U Northern Iowa	001890
U Notre Dame	001840
U of South	003534
U Oklahoma Hlth Sc C	005899
U Oklahoma Norman	003184
U Oregon	003223
U Oregon Med Sch	004882
U Pennsylvania	003378
U Pittsburgh	003379
U Rhode Island	003414
U Richmond	003744
U Rochester	002894

College	Code
U San Francisco	001325
U Santa Clara	001326
U Snt Thomas	003654
U South Alabama	001057
U South Carolina	003448
U South Dakota	003474
U South Florida	001537
U Southern Cal	001328
U Southern Miss	002441
U Sthwstn Louisiana	002031
U Tampa	001538
U Tennessee	003530
U Tennessee-Chatnoga	003529
U Tennessee-Med Unit	006725
U Texas System Off	003655
U Texas-Arlington	003656
U Texas-Austin	003658
U Texas-Dallas	009741
U Texas-El Paso	003661
U The Pacific	001329
U Toledo	003131
U Tulsa	003185
U Tx Hlth Sci Dallas	003660
U Tx Hlth Sci Houston	011618
U Tx Medl Br Galvston	004952
U Utah	003675
U Vermont & St Agr C	003696
U Virginia	006968
U Washington	003798
U West Florida	003955
U Wisc Eau Claire	003917
U Wisc Madison	003895
U Wisc Milwaukee	003896
U Wisc Oshkosh	009630
U Wisc Plattevl	003921
U Wisc Sys Office	003894
U Wyoming	003932
Union C	002889
Union Theol Sem	002890
Union Theol Sem-Va	003743
United Theol Sem	003122
Upper Iowa U	001893
Upsala C	002644
Ursinus C	003385
US International U	001158
US Merchant Marine Ac	002892
US Military Academy	002893
US Naval Academy	002101
US Naval Pstgrd Sch	001310
Utah St U	003677
Valdosta St C	001599
Vanderbilt U	003535
Vassar C	002895
Villanova U	003388
Virginia C	003762
Virginia Cmmnwlth U	003735
Virginia Military I	003753
Virginia Poly Inst	003754
Wabash C	001844
Wake Forest U	002978
Washburn U of Topeka	001949
Washington C	002108
Washington Jeff C	003389
Washington St U	003800
Washington U	002520
Washington-Lee U	003768
Wayne St U	002329
Waynesburg C	003391
Wellesley C	002224
Wesley Theol Sem	001464
Wesleyan C	001600
Wesleyan U	001424
West Georgia C	001601
West Texas St U	003665
West Virginia U	003827
West Virginia Wesl C	003830
Western Carolina U	002981
Western Cons Bapt Sem	007178
Western Illinois U	001780
Western Kentucky U	002002
Western Maryland C	002109
Western Michigan U	002330
Western New Mexico U	002664
Western St C Colo	001372
Western Wash St C	003802
Westmar C	001899
Westminster C	003392
Westminster Theol Sm	003393
Wheaton C	001781
Whittier C	001342
Wichita St U	001950
Wilkes C	003394
William Jewell C	002524
Williams C	002229
Wingate C	002985
Winona St C	002394
Winthrop C	003456
Wittenberg U	003143
Wofford C	003457
Worcester Poly Inst	002233
Wright Inst	008846
Yale U	001426
Yankton C	003476
Yeshiva U	002903
Young Harris C	001604

FREQUENTLY USED CODES

Name	School Systems	Code
1.		
2.		
3.		
4.		
5.		

Schools

1.		
2.		
3.		
4.		
5.		

Colleges/Universities

1.		
2.		
3.		
4.		
5.		